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ABSTRACT

The directory gives information on all preschool through high school bilingual immersion programs, also called two-way bilingual education programs, in the United States that have been identified as being in operation in 1987. The first section discusses the definition of and rationale for bilingual immersion education. The second section profiles each program, giving information on its context, contact person, program objectives, recruitment, staff and staff training, instructional design, instructional characteristics, curriculum and materials, and evaluation efforts and outcomes. The final section highlights important bilingual immersion issues that concern most programs, especially new ones such as recruitment, instructional practices, professional development, and evaluation outcomes. Fifty-three references are listed. (MSE)

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E D U C A T I O N A L R E P O R T S E R I E S

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DIRECTORY OF BILINGUAL IMMERSION PROGRAMS: TWO-WAY BILINGUAL EDUCATION FOR LANGUAGE MINORITY AND MAJORITY STUDENTS

Kathryn J. Lindholm

University of California, Los Angeles

ER8

CLEAR

CENTER FOR LANGUAGE EDUCATION AND RESEARCH

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University of California, Los Angeles

DIRECTORY OF BILINGUAL IMMERSION PROGRAMS: TWO-WAY BILINGUAL EDUCATION FOR LANGUAGE MINORITY AND MAJORITY STUDENTS

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Center for Language Education and Research
University of California, Los Angeles
1987

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The Center for Language Education and Research (CLEAR) is funded by the Office of Educational Research and Improvement (OERI) to carry out a set of research and professional development activities relevant to the education of limited English proficient students and foreign language students. Located at the University of California, Los Angeles, CLEAR also has branches at the Center for Applied Linguistics in Washington, D.C., Yale University, Harvard University, and the University of California, Santa Barbara.

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The CLEAR Educational Report Series is designed for practitioners and laypersons interested in issues in second language education and foreign language teaching and research.

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Miami, FL	Preschool	Spanish	28
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Cambridge, MA	Elementary	Spanish	38
Lawrence, MA	Elementary	Spanish	51
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Hamtramck, MI	Elementary	Arabic	46
Brooklyn, NY	Elementary	Spanish	54
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New York, NY	Elementary	Spanish	63
New York, NY	Elementary	Spanish	65
Queens, NY	Elementary	Spanish	68
Arlington, VA	Elementary	Spanish	32

ABSTRACT

This Directory provides a listing of information on all preschool through high school bilingual immersion programs in the United States which have been identified by CLEAR as being in operation in 1987. The first section of the Directory discusses the definition of and rationale for bilingual immersion education. The second section provides a profile of each program identified in the survey, with information on its context, contact person, program objectives, recruitment, staff and staff training, instructional design, instructional characteristics, curriculum and materials, and evaluation efforts and outcomes. Finally, the third section highlights important bilingual immersion issues, as evidenced in the programs surveyed, such as recruitment efforts, instructional practices, curriculum and materials adaptation and development, professional development, and evaluation outcomes.

FOREWORD

A considerable variety of means were utilized to identify the bilingual immersion programs listed in this directory: columns published in newsletters soliciting information about bilingual immersion programs; discussions with state department of education staff; word of mouth; conference presentations and so on. Nevertheless, programs may have been omitted because we were unaware of them. If you know of or are working in a bilingual immersion program not included here, please write me at the address below.

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INTRODUCTION

This Directory was developed to provide a reference source and description of bilingual immersion programs in the United States from preschool through secondary school. One important goal of the Directory is to identify bilingual immersion programs so that informal networks can be established among such programs and with planners of prospective programs to share information about program implementation. Another aim is to determine the variation in definitions of, and implementation models for, bilingual immersion education.

Bilingual immersion education is a model which integrates language minority and language majority students for academic and language arts instruction in the non-English language and English, where the languages are systematically separated for instruction and both languages are highly valued and enriched. The language minority and language majority students are always integrated for content instruction, although they may be integrated or separated for language arts instruction.

Only those programs which were considered to fit within the definition of bilingual immersion adopted here and which were new or continuing as of June, 1987 are included in this Directory. Some programs are excluded, although they are also innovative and educationally sound, because they do not appear on the basis of information available to fit within the definition. The rationale for excluding some variations which refer to themselves as two-way bilingual programs is that for the category of bilingual immersion to be useful in program comparison and planning, we must be precise in how we frame the definition, and strict in how we apply the major criterial features for program identification.

As noted previously, bilingual immersion programs were located through word-of-mouth, responses to announcements in various newsletters, information from state departments of education, and from publications and conference presentations. All programs that offered a language education program for language minority and language majority students that might be a bilingual immersion program were contacted. While most programs had a contact person who was quite willing to provide information about the program, there were some programs which appeared to fit within the definition of bilingual

immersion, but are not included here because there was no response to any of the six phone calls made to the person who was identified by the school or school district as the contact person for the program.

Information about programs was obtained initially through phone conversations with the individual listed as the contact person or with another individual very familiar with the program. A program description was written based on the information collected through the initial contact, and then the program description was sent to the contact person with a letter requesting corrections or additions to be made, if necessary. A follow-up letter was sent to any programs which did not respond to the initial letter again requesting individuals to make corrections on the enclosed program descsription, if any were needed. The letter stated that if a corrected program description was not received, then the assumption would be made that the program description was accurate.

The Directory is divided into three sections. In Section I, the definition of and rationale for bilingual immersion education is presented. Section II provides a description of each program identified in our survey, categorized by the grade level of the program, from preschool through secondary school. In Section III, several major issues found in the survey in implementing bilingual immersion programs are discussed: recruitment, instructional practices, curriculum and materials, professional development, and evaluation.

SECTION I

DEFINITION AND RATIONALE

DEFINITION OF BILINGUAL IMMERSION EDUCATION

Definition

Bilingual immersion education combines the most significant features of bilingual education for language minority students and immersion education for language majority students. Academic and language arts instruction is provided to native speakers of two languages using both languages; one of the languages is a second language for each group of students. Thus, for language minority (i.e., non-English-speaking) students, academic instruction is presented through their first language and they receive English language arts and, depending on the particular program, portions of their academic instruction in English. For language majority (i.e., English-speaking) students, academic instruction is through their second language and they receive English language arts, and depending on the program design, some portion of their academic instruction in English. The definition encompasses four criterial features: (1) The program essentially involves some form of dual language immersion, where the non-English language is used for at least 50% of the students' instructional day; (2) the program involves periods of instruction during which only one language is used; (3) both English speakers and non-English speakers (preferably in balanced numbers) are participants; and (4) the students are integrated for all content instruction. While program designs may vary, most have as their goal the development of true bilingual academic competence in English and another language on the part of both groups of participating students. Thus, only programs that met these four major criterial features of the definition of bilingual immersion programs were included in the Directory.

Critical Features of Successful Language Education Programs

Over the last several years, a number of comprehensive reviews have been conducted of research and evaluation studies concerning bilingual and immersion education (Baker & de Kanter, 1981; Cummins, 1979, 1983; Diaz, 1983; Dolson, in press; Fisher & Guthrie, 1983; Swain & Lapkin, 1985; Troike, 1978, 1986; Willig, 1985). An examination of these educational investigations points to certain sociolinguistic and instructional factors which tend to contribute to successful dual language programs. The importance of these factors is evident from the frequency and consistency with which they

are found in programs which promote high levels of first and second language competencies, academic achievement in both languages, and high self-esteem and positive cross-cultural attitudes. Thus, these factors form the core criteria for successful bilingual immersion education.

The first ten criteria are essential for successful language education programs while the last three criteria apply to educational programs in general. These last criteria are mentioned here because they are important elements in an educational program and the presence of these criteria cannot be assumed, but rather must be carefully considered in designing and implementing a successful bilingual immersion program.

1. Duration of instructional treatment. The instructional treatment is provided to the participating students for a period of at least four to six years. This is the amount of time required, on average, to reach second language or bilingual proficiency, but not necessarily native-like proficiency, as confirmed by a number of evaluation studies on immersion and bilingual programs (Cummins, 1981; Swain, 1984; Troike, 1978). In its review of foreign language programs, the National Commission on Excellence in Education (1983) has concluded that achieving proficiency ordinarily demands from four to six years of study.

2. Exposure to optimal dual language input. Optimal input has four characteristics: (1) it is adjusted to the comprehension level of the learner, (2) it is interesting and relevant, (3) there is sufficient quantity, and (4) it is challenging. This is accomplished through communicatively-sensitive language instruction and subject matter presentation. In the early stages of second language acquisition, input is made more comprehensible through the use of slower, more expanded, simplified, and repetitive speech oriented to the "here and now" (Krashen, 1981; Long, 1980); highly contextualized language and gestures (Long, 1980; Saville-Troike, 1987); comprehension and confirmation checks (Long, 1980); and, communication is structured so that it provides scaffolding for the negotiation of meaning by L2 students by constraining possible interpretations of sequence, role, and intent (Saville-Troike, 1987). Balanced with the need to make the second language more comprehensible is the necessity for providing stimulating language input (Swain, 1987), particularly for the native speakers of each language. There are two reasons why students need stimulating language

input. First, it will facilitate continued development of language structures and skills. Second, when students are instructed in their first language, the content of their lessons becomes more comprehensible when they are then presented with similar content in the second language.

3. Focus on academic curriculum. The programs are designed to focus on subject matter as well as language development. Students are exposed to the same academic core curriculum as students in regular programs. For native English speakers, academic achievement is attained primarily through L2 content instruction and interactions in L2 at home and in the community. Academic achievement is further bolstered by content taught through English. For language minority students, instruction in and through the native language forms the basis for initial academic advancement. Academic achievement and English language proficiency are further developed through English language arts and content instruction through English.

4. Integration of language arts with curriculum. Related to criteria 2 and 3 is the need to provide language arts instruction in both the English and non-English languages and to design the instruction so that it is integrated with the academic curriculum. There has been controversy in the area of second language education about the importance of second language instruction in second language learning (e.g., Krashen, 1981; Long, 1983; Swain, 1987). Many immersion programs, in fact, neglect language arts in the immersion language assuming that the students will learn the language through the subject matter instruction and will achieve more native-like proficiency if they receive the kind of language exposure that is similar to first language learning (see Swain, 1987). As some immersion researchers have discovered (e.g., Harley, 1984; Swain, 1985; Swain & Lapkin, 1985), though, the fluency and grammar ability of most immersion students is not native like and there is a need for formal instruction in the second language. However, formalized language instruction should not follow the route of traditional translation and memorization of grammar and phrases. It is important to utilize a language arts curriculum that specifies which linguistic structures should be mastered (e.g., conditional verb forms) and how these linguistic structures should be incorporated into the academic content (e.g., including the preterit and imperfect verb forms of the verb ser "to be" in history subject matter and the conditional, future, and subjunctive tenses of the verb ser "to be" in

mathematics and science content). The language arts class can then focus on the specific linguistic skills, utilizing the content that was used to introduce the linguistic skill. This integrative and content-based approach reinforces both the content taught during subject matter presentation and the linguistic skill.

5. Separation of languages for instruction. Monolingual lesson delivery (i.e., different periods of time devoted to instruction in and through each of the two languages respectively) seems to be superior to designs which rely on language mixing during a single lesson or time frame (Baker & de Kanter, 1981; Dulay & Burt, 1978; Legaretta, 1979, 1981; Swain, 1983). This is not to say that language mixing itself is harmful; rather, it appears that sustained periods of monolingual instruction in each language help to promote adequate language development.

6. Additive bilingual environment. All students are provided the opportunity to acquire a second language at no cost to their home language and culture. This enrichment bilingualism results in high levels of proficiency in the two languages (Hernández-Chavez, 1984; Skuttnabb-Kangas, 1981), adequate self-esteem, improved cross-cultural attitudes. Conversely, subtractive bilingual contexts in which the native language is replaced by a second language seem to have negative effects on the school performance of many minority language students. Native language loss is often associated with lower levels of second language attainment, scholastic underachievement, and psychosocial disorders (Lambert, 1984). Successful language development programs seem not only to prevent the negative consequences of subtractive bilingualism, but also to effectively promote the beneficial aspects of additive bilingualism.

7. Classroom composition. Little research has been conducted to determine the best classroom composition for bilingual education programs, although the federal government has mandated a ratio of at least 1/3 English speakers to 2/3 non- or limited-English speakers. To maintain an environment of educational and linguistic equity in the classroom and to promote interactions among native and non-native English speakers, the most desirable ratio is 50% English speakers to 50% non-native English speakers. However, the ratio of English speakers to non-native English speakers should never

exceed 33:67 or 67:33 to insure that there are enough language models of each language to promote interactions among the two groups of students.

8. Ratio of English to the non-English language. Immersion education was designed to promote high levels of second language proficiency while maintaining first language proficiency. Although there are several program variations, many immersion programs utilize the non-English language for 100% of the instructional day and English is not used at all for at least the initial stages of the program. Other partial immersion programs involve equal amounts of English and the non-English language. No research has yet determined the best ratio of English to non-English instruction for both language minority and majority students. However, research on programs utilizing different amounts of instruction in the non-English language shows that students with greater exposure to the second language have higher levels of second language proficiency (Campbell et al., 1985) and that these students also maintain their English and perform at or above grade level in tests of English achievement (Campbell, 1984; Genessee, 1985). Furthermore, research in bilingual education shows that students with greater amounts of native language instruction achieve at higher levels than students with lesser amounts of native language instruction at least in the early years of schooling (Willig, 1985). From studies of bilingual students and immersion students, then, it appears that a minimum of 50% non-English language instruction is necessary to promote high levels of the non-English language proficiency among language majority students and to promote academic achievement among language minority students. Furthermore, although studies have not addressed the minimal level of English necessary, a minimum of 10% English instruction initially is important to promote English language development for the non-native speakers of English. Also, to develop a high level of academic English language skills among the language minority students, the amount of content instruction in English should be about 50% for the late elementary school years (grades 4-6).

9. Promotion of and opportunities for language output. As noted earlier, immersion students, and foreign language students in general, have difficulty in producing native-like speech in the second language. Part of this difficulty stems from an absence of the opportunity to talk with fluent speakers in the language they are learning. According to Swain (1985, 1987),

immersion students get few opportunities to produce extended discourse, where they are forced to make their language coherent, accurate, and socio-linguistically appropriate. Thus, promoting highly proficient oral language skills necessitates providing both structured tasks and unstructured opportunities involving oral production skills for students to engage in.

10. A positive school environment. Research has shown that the success of bilingual education programs is dependent on the level of support the program receives from the school administration (Cortés, 1986; Troike, 1978). Drawing on this research, then, a successful bilingual immersion program must have the support of the principal, other administrators and non-bilingual immersion staff. This support is based on a knowledge of the program, and is demonstrated through a desire for the program to succeed by an expenditure of resources that is comparable to other educational programs in the school, by devoting attention to promoting acceptance of the program among the community and other school staff, and by closely integrating the structure and function of the bilingual immersion program with the total school program.

11. Positive and reciprocal instructional climate. Promotion of positive interactions between teachers and students and between language minority and majority student peers is an important instructional objective. When teachers use positive social and instructional interactions in equal amounts with both minority and majority students, both groups perform better academically (California State Department of Education, 1982; Kerman et al., 1980). In addition, teachers should adopt a reciprocal interaction model instead of adhering to the traditional transmission model of teaching (Cummins, 1986). The basic premise of the transmission model is that the teacher's task is to impart knowledge or skills to students who do not yet have these abilities. In the reciprocal interaction approach, teachers participate in genuine dialogue with pupils and facilitate rather than control student learning. This model encourages the development of higher-level cognitive skills rather than just factual recall (Cummins, 1986).

The achievement of language minority pupils is affected not only by the status perceptions of teachers, but also by the status perceptions of majority peers. Allowing only unplanned or incidental contact between majority and minority students may only reinforce negative expectations. Kagan (1986) and others have proposed ways in which contacts between minority and majority

students can be organized so that the achievement of both groups can be maximized. These studies suggest that when minority and majority students work interdependently on school tasks with common objectives, students' expectations and attitudes toward each other become more positive and their academic achievement improves. A number of strategies under the rubric of cooperative learning have been developed which utilize these principles. Also, language development is facilitated by extensive interactions among native and non-native speakers (Long & Porter, 1985).

12. High quality instructional personnel. Students receive their instruction from certified teachers. Over the course of the program, students are exposed to a number of teachers who have native or native-like ability in either or both of the language(s) in which they are instructing. Teachers, although bilingual, may assume monolingual roles when interacting with students. It is important that the teacher be able to understand the child's mother tongue in the initial stages of language learning. If the teacher does not understand the native language, then she cannot respond appropriately in the second language to the children's utterances in their native language. In this case, comprehensible input may be severely impaired (Swain, 1985). Further, teachers should be knowledgeable with regard to the curriculum level and how to teach it.

13. Home/school collaboration. Another important feature is parental involvement and collaboration with the school. When this occurs, parents often develop a sense of efficacy that communicates itself to children, with positive academic consequences, especially in the case of language minority children (Met, 1987; Tizard, Schofield, & Hewison, 1982). In fact, most parents of minority students have high aspirations for their children and want to be involved in promoting their academic success (Lindholm, 1987a; Wong Fillmore, 1983).

Dramatic changes occur in children's academic progress when parents interact with their children at home in certain ways. Activities such as reading and listening to children read are both feasible and practical and contribute to improved scholastic achievement (Cummins, 1986). Effective programs tend to incorporate a variety of home/school collaboration activities. The general outcome on the part of students is an increased interest in schoolwork and improved achievement and behavior.

In summary, the instructional features and sociolinguistic structures which seem to be strongly associated with the success of immersion programs correspond to the same psycholinguistic and sociopedagogical principles underlying successful bilingual education and regular education programs in the United States. These elements are: (1) duration of instructional treatment be minimally from four to six years; (2) exposure to optimal language input; (3) focus on academic curriculum; (4) integration of language arts with academic curriculum; (5) separation of languages for instruction; (6) additive bilingual environment; (7) classroom composition, (8) ratio of English to the non-English language; (9) promotion of and opportunities for language output; (10) a positive school environment; (11) positive and reciprocal instructional climate; (12) high quality instructional personnel; and (13) parental involvement in the educational process.

There are numerous terms used for the programs described in Section 2, as will be seen there. These terms include:

Bilingual Immersion
Two-Way Bilingual Immersion
Two-Way Bilingual Education
Two-Way Immersion Education
Language Immersion
Spanish Immersion
Interlocking
Dual Language Education

While all of these programs meet the criteria adopted here for bilingual immersion, and most of these terms may, therefore, be taken as equivalent, the term "language immersion" alone does not necessarily imply a bilingual model, and indeed, is often used simply for immersing speakers of one language in another for instruction.

RATIONALE

The dynamics of population change indicate that the United States is becoming an increasingly multi-ethnic and multilingual society, rather than an ethnically and linguistically more homogeneous one. The major factors contributing to this change include sizable immigration and the fact that the average age of ethnic minorities is about five years less than the national average. This means that a larger percentage of ethnic minorities are in or entering the most active child-bearing years (Cortés, 1986). According to data from the Census Bureau, between 1970 and 1980, the United States population increased by 11.6%. However, the Black population grew by 17.8%, Hispanics by 61%, Native Americans by 71%, and Asian Americans by 233%, and remaining Americans by only 7 to 8%. Schools have, and will have, therefore, a major challenge in dealing with the large number of limited English proficient students who are in need of special services. It has been estimated that currently at least 3.4 million children are limited in the English language skills needed to succeed in school programs designed for native English speakers.

Nationally, the academic performance of minority students is considerably below majority norms, and the gap grows wider with each school year (Kagan & Zahn, 1975). Reading is critical to student achievement in all subjects, yet the achievement gap is greatest in reading. By the eighth grade 39.9% of Mexican American children are two or more years behind in reading compared to 12.8% of Anglos (Carter & Segura, 1979). As society moves further into the technological age of computers with jobs requiring literacy- and computer-based skills, low educational attainment will be even more detrimental. These findings show that "the United States public school system is failing with regard to the achievement of minority children" (Kagan, 1986, p. 223).

However, the public education system in general is not meeting the educational needs of many majority students either: about 20% of all American 17-year-olds are functionally illiterate, unable to comprehend simple written instructions (Lerner, 1981); nearly half of our graduating high school students do not know the basics of how our government works (Johnson, Johnson & Tiffany, 1984); and, "Americans' incompetence in foreign languages is

nothing short of scandalous and is becoming worse" (President's Commission on Foreign Language and International Studies, 1979). At the same time, the great national language resource represented by immigrant and native non-English background groups is being rapidly eroded, as second and third generations are not learning their natal languages.

Special educational programs for language minority students have caused tremendous controversy among educators, lawmakers and the general public. Bilingual education programs grew out of the civil rights movement of the 1960s where there was a call for a system of education wherein the language minority student would receive a better and more relevant education. Bilingual education was to provide a situation in which the student's native language and culture would be valued, students would be able to develop a positive self image; opportunities for academic success would be enhanced, and solidarity with the community would be strengthened (Hernández-Chavez, 1984). After a decade and a half of bilingual education, the controversy has grown instead of diminished. Research studies have been inadequately designed to provide educators and policymakers with information about the effectiveness of bilingual education and thus they have fueled rather than cooled the fires of controversy. A carefully conducted analysis of the bilingual education research (Willig, 1985) demonstrated that bilingual education programs can be successful in improving the academic performance of limited English proficient students. Unfortunately, bilingual education has not been as effective in its implementation as it could have been if there had been policies defining the implementation of bilingual education, teacher training, and qualified bilingual teachers which were designed to promote educational achievement rather than merely the learning of English. The tragedy of many American Indian groups who have lost their native language without gaining any educational advantage is stark evidence that learning English is neither a necessary nor sufficient condition for enhanced educational achievement.

For a variety of sociopolitical, economic, as well as pedagogical reasons, many educators have supported short-term "quick fix" solutions which move limited English proficient students into mainstream English-only classes as quickly as possible. Monolingual English immersion education is being increasingly cited as a possible option to bilingual education. Immersion programs use the non-English language as the medium of instruction for subject

matter classes. However, the term immersion is often used incorrectly with reference to language minority students. While the model seems successful for language majority children, its appropriateness for language minority children has been strongly called into question by most knowledgeable researchers. A submersion program applies to a curriculum designed for and populated by native English speakers, but inappropriately used with non-English-speaking students. A considerable amount of research evidence exists which documents the failure of submersion approaches to meet the educational needs of minority language students (California State Department of Education, 1982; National Assessment for Educational Progress, 1982). Many educators who are aware of this research, readily reject submersion as an appropriate educational treatment for language minority students. Most educators agree that an educational program designed for limited English proficient students needs to promote adequate language development, academic achievement, and psychosocial adjustment for students from non-English language backgrounds.

When it is applied appropriately, immersion education can have very successful results. Evaluation studies of Spanish immersion programs in the United States and French immersion programs in Canada (Campbell, 1984; Genessee, 1985; Swain, 1984) show that immersion education can be highly effective for English-speaking students, both majority and ethnic/racial minority students. These students demonstrate high proficiency in the second language (i.e., French, German, Spanish) in addition to high academic achievement without any loss to their English skills.

Currently, evaluation and research studies indicate that education programs can be designed to simultaneously meet the needs of language minority and majority students by combining the best features of immersion programs with the best features of bilingual education. Bilingual immersion programs serve the needs of both native English speakers and native speakers of other languages, and result in language proficiency in both the other language and English, academic achievement at or above grade level as measured in both languages, and enhanced psychosocial development and cross-cultural attitudes. In doing so, these programs help to develop citizens who will be better prepared to strengthen mutual bonds of our national unity in a time of growing ethnic and linguistic diversity, and who will at the same time be better able to meet the mounting pressures of international competition in a multilingual

world where the knowledge of other languages than English may be essential to our national survival.

SECTION II

PROGRAM DESCRIPTIONS

PROGRAM DESCRIPTIONS

In this section, all educational programs that are consistent with the definition of bilingual immersion education discussed previously are described. Each program is listed separately in alphabetical order according to the school district's name and in the appropriate grade level — preschool, elementary, middle/junior high school, high/secondary school. Each program was contacted for provision and verification of the information that is presented. Program descriptions include the following data, grouped into nine categories:

1. Background Information - historical, community, and funding contexts in which the bilingual immersion program is being implemented.
2. Contact Person - name, position, address and phone number of an individual who is knowledgeable about the program and who has agreed to answer questions from others interested in the program.
3. Program Objectives - goals and, in some cases, the rationale for the bilingual immersion program.
4. Recruitment - methods used by magnet schools to recruit students into the bilingual immersion program.
5. Staff and Staff Training - fluency levels of teachers, and whether teachers have had specialized training for bilingual immersion instruction. In addition, information is provided on classroom aides and bilingual immersion specialists available to the teachers.
6. Instructional Design - design of the program: ratio of the non-English language to English, class size, ratio of language minority to language majority students.
7. Instructional Characteristics - how instruction is carried out.
8. Curriculum and Materials - description of the curriculum and whether curriculum or materials have been developed.
9. Evaluation - evaluator, the variables being studied, and the evaluation outcomes, if available.

Some categories of data were not included for some of the program descriptions. In these cases, either the information was not available or it was not applicable (e.g., evaluation information for programs which did not include an evaluation component).

PRESCHOOL-LEVEL PROGRAMS

BOSTON COMMUNITY

Boston, Massachusetts

BACKGROUND INFORMATION

Name of Program: La Escuelita Agüeybana, Inc. Daycare Center
Non-English language(s): Spanish
Number of years in existence: 9 (Began in 1978)
Grade level(s) of program: Preschool
Number of schools involved: 2
Language backgrounds of largest groups of LEPs: Spanish
Student transiency: Low
Socio-economic status of area around school: Low
Articulation at elementary: Yes, there are elementary-level programs
Funding: Local

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Agnes Cormier
Position: Director
Address: 1 Leland Street
Dorchester, MA 02125
Phone: (617)442-9160

PROGRAM RATIONALE AND OBJECTIVES

Program Objectives:

1. Provide curriculum covering all areas of development: physical, intellectual, social.
2. All children will be orally bilingual in Spanish and English, and bilingual in pre-reading and pre-writing activities.
3. All children will respect other cultures and have pride in their cultural heritage.
4. Children will be exposed to positive role models in the community.

STAFF AND STAFF TRAINING

Teachers: All certified bilingual teachers; many native Spanish speakers.

Aides: Part-time aides; bilingual; many native Spanish speakers.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 67% Spanish, 33% English

Approximate class size: 20, but with aides the ratio of adults to children is 1 adult per 6-7 children

Ratio of language minority to majority: 85:15

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: Each teacher provides separate language role model.

Language arts instruction in Non-English language: Yes, emphasis is on oral language skills.

CURRICULUM AND MATERIALS

Curriculum: A wide variety of skills and concepts are employed to develop physical, intellectual and social aspects of child. Large cultural component to foster positive self pride and cross-cultural attitudes.

BUFFALO CITY SCHOOLS

Buffalo, New York

BACKGROUND INFORMATION

Name of Program: Two-Way Bilingual Program

Non-English language(s): Spanish

Number of years in existence: 3

Grade level(s) of program: Preschool

Number of schools involved: 1

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Low

Articulation at elementary: Yes, there are elementary-level programs

Funding: State

CONTACT PERSON FOR PROGRAM

Contact Person: Dr. Vocolo or Ms. Olga Rico-Armesto

Position: Dr. Vocolo is Director of Bilingual Education; Ms. Rico-Armesto is Assistant to Director of Bilingual Education

Address: Buffalo City Schools
731 City Hall
Office of Bilingual Education
Buffalo, NY 14202

Phone: (716) 842-4685

PROGRAM RATIONALE AND OBJECTIVES

Program Objectives:

1. All children will have strong native language skills
2. All children will have a strong foundation for concept development.

STAFF AND STAFF TRAINING

Teachers: All certified bilingual teachers; many native Spanish speakers.

Aides: Full-time aides; bilingual; many native Spanish speakers.

Staff training specific to program: Second language acquisition, using the MITI(Multidisciplinary Teachers as Trainers Institute); Talents Unlimited (creative thinking program).

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% Spanish, 50% English

Approximate class size: 20

Ratio of language minority to majority: Students are not classified in this way.

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: Each teacher provides separate language role model.

Language arts instruction in Non-English language: Yes.

CURRICULUM AND MATERIALS

Curriculum: Wide variety of skills and concepts to develop thinking skills of child.

CHICAGO PUBLIC SCHOOLS
Chicago, Illinois

BACKGROUND INFORMATION

Name of Program: Inter-American Magnet School, Escuela Interamericana
Non-English language(s): Spanish
Number of years in existence: 13 (Began in 1975)
Grade level(s) of program: Preschool (through eighth grade)
Number of schools involved: 1
Approximate ethnic breakdown of school(s): 60% Hispanic, 30% Non-Hispanic White, 10% Other
Language backgrounds of largest groups of LEPs: Spanish
Student transiency: Low
Socio-economic status of area around school: Mixed
Articulation at elementary school: Yes, continues at same school.
Funding: Major funding from Chicago Public Schools; some State bilingual & Federal desegregation funds.

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Eva Helwing
Position: Principal
Address: Inter-American Magnet School
919 West Barry
Chicago, IL 60657
Phone: (312) 880-8190

PROGRAM RATIONALE AND OBJECTIVES

Rationale for Program Implementation: Children become bilingual when there is sufficient need, continuous exposure and there are suitable models in two languages. The children of Inter-American are daily immersed in the English language outside the school. If they are to become fluent and literate in Spanish, or to develop the skills in Spanish that they bring from home, specific policies must be developed and implemented at the Inter-American Magnet to promote the use of Spanish. The three major policies incorporate concepts of unity,

constancy, and faith in the use of Spanish and the capability of each student.

Program Objectives:

1. To promote the concept of bilingual-bicultural education (for both the non-English and non-Spanish speakers to be able to speak, read and write in both English and Spanish).
2. To improve relationships among ethnic groups of the community, emphasizing recognition, respect, and appreciation of similarities and differences in cultural backgrounds.
3. To involve parents in the educational process of their children to ensure their continued support throughout the years of schooling.

RECRUITMENT

Recruitment strategies: Use of brochures, presentations at parent networks, open house, coverage of events in newspapers and on television and radio. After preschool, children continue through eighth grade. When there are openings, siblings of participating students have preference in enrollment.

STAFF AND STAFF TRAINING

Teachers: 29 out of 32 teachers are bilingual; 23 of 29 bilinguals are native speakers

Aides: 4 full-time bilingual; native speakers

Staff training specific to program: Presence to new teachers, weekly staff training programs, frequently aimed at second language learning or Inter-American cultural studies.

Recommendations for staff and staff training: For close coordination, teachers work in teams by cycle: Early childhood, Primary, Intermediate, and Upper.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50:50

Approximate class size: 20 students

Ratio of language minority to majority: 50:50

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: For Spanish and English language arts, children are divided into A, B & C groups (A is lowest group).

Language arts instruction in Non-English language: Yes; emphasis begins with oral, continues to reading, writing, and formal speech.

Content courses taught in each language: All classes except computer literacy and American History are taught in Spanish and English; Computers and American History are instructed in English only.

CURRICULUM AND MATERIALS

Curriculum: Integrated curriculum organized around themes of the study of the Americas.

Materials: Developed materials for the study of the Americas at the local level.

DADE COUNTY PUBLIC SCHOOLS
Miami, Florida

BACKGROUND INFORMATION

Name of Program: Bilingual Schools
Non-English language(s): Spanish
Number of years in existence: 25 (Began in 1963)
Grade level(s) of program: Preschool
Number of schools involved: 4
Language backgrounds of largest groups of LEPs: Spanish
Student transiency: Medium
Socio-economic status of area around school: Varies by school
Articulation at elementary: Yes, there are elementary-level programs
Funding: Different levels of support: Private Foundations, Federal ESEA, State, and Local.

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Margarita Cáceres
Position: Project Coordinator
Address: Southside Elementary School
45 S.W. 13th Street
Miami, FL 33130
Phone: (305)371-3311

PROGRAM RATIONALE AND OBJECTIVES

Program Objectives:

1. Each participating student will achieve all of the skills, abilities and understanding s/he would normally achieve in a monolingual school.
2. Each student will be able to function in either culture easily and comfortably.
3. Each student will have pride in his/her own heritage and a respect for and appreciation of different people and cultures.

4. Each student's proficiency in listening, speaking, reading, and writing in his/her second language will approximate that of his/her first language.

STAFF AND STAFF TRAINING

Teachers: All certified bilingual teachers; many native Spanish speakers.

Aides: Part-time aides; bilingual; many native Spanish speakers.

Staff training specific to program: A summer workshop was required of all teachers during the first three years to train them in the latest methods and techniques for the teaching of a second language. Also, voluntary workshops and inservice training sessions have been made available to all teachers, with a focus on team teaching.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% Spanish, 50% English

Approximate class size: 18

Ratio of language minority to majority: 60:40

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: Each teacher provides separate language role model. Spanish-speaking teacher team teaches with English-speaking teacher.

Language arts instruction in Non-English language: Yes; emphasis is on oral language skills.

Content courses taught in each language: All content is taught in both languages. Each content area is divided into two sections. One team teacher provides half of the content first in one language and then the other team teacher teaches the content in the other language; sometimes Spanish is first and sometimes English is first.

CURRICULUM AND MATERIALS

Curriculum: Based on district-wide curriculum.

WASHINGTON D.C. PUBLIC SCHOOLS

Washington, D.C.

BACKGROUND INFORMATION

Name of Program: Two-Way Bilingual Immersion

Non-English language(s): Spanish

Number of years in existence: 17 (Began in 1971)

Grade level(s) of program: Preschool (Pre-Kindergarten)

Number of schools involved: 1

Approximate ethnic breakdown of school(s): 60% Hispanic, 25% White-non Hispanic, 15% Black, 1% Other

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Low

Socio-economic status of area around school: Wide range

Articulation at elementary: Yes

Funding: Local funding

CONTACT PERSON FOR PROGRAM

Contact Person: Mrs. Paquita B. Holland

Position: Principal

Address: Oyster Bilingual Elementary School
29th & Calvert St, N.W.
Washington, D.C. 20008

Phone: (202) 673-7277

PROGRAM RATIONALE AND OBJECTIVES

Program Objectives:

Native Spanish-speaking and native English-speaking children will become bilingual and will achieve academically in both languages.

STAFF AND STAFF TRAINING

Teachers: The Spanish-speaking teachers are certified in bilingual education and the English-speaking teachers are certified in elementary education. Some of the teachers are native Spanish speakers. Teachers are carefully selected for the program.

Aides: Part-time aides; but aides not really necessary since there are two teachers per class.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% Spanish, 50% English

Approximate class size: 15

Ratio of language minority to majority: Students are not categorized in this fashion

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: The children receive English instruction from one teacher and Spanish instruction from another teacher. Teachers team teach and teach in groups.

Content courses taught in each language: All content is taught in both languages.

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades in regular district programs. It is the competency-based curriculum of the Washington, D.C. Schools.

EVALUATION

No formal evaluation has been conducted.

ELEMENTARY-LEVEL PROGRAMS

ARLINGTON UNIFIED SCHOOL DISTRICT

Arlington, Virginia

BACKGROUND INFORMATION

Name of Program: Key Partial Immersion Program

Non-English language(s): Spanish

Number of years in existence: 2 (Began in 1986)

Grade level(s) of program: K-2

Number of schools involved: 1

Approximate ethnic breakdown of school(s): 52% Hispanic, 26% White-non Hispanic, 5% Black, 15% Asian

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Medium

Socio-economic status of area around school: Wide range

Articulation at middle school: Planning for Spanish for Native Speakers at middle school.

Funding: Local funding.

CONTACT PERSON FOR PROGRAM

Contact Person: Dr. Paul Wireman

Position: Principal

Address: Key Elementary School
2300 Key Blvd.
Arlington, VA 22201

Phone: (703) 558-2917

PROGRAM RATIONALE AND OBJECTIVES

Program Objectives:

Native Spanish-speaking and native English-speaking children will become bilingual and will achieve academically in both languages.

STAFF AND STAFF TRAINING

Teachers: There is no bilingual certification procedure in Virginia.

Teachers in the program are considered on the basis of previous teaching experience in similar settings. Certification in TESOL was held by two teachers for the 1987-88 school year.

Aides: This year there is a bilingual part-time aide.

Resource Teachers: One Resource Specialist holding a bilingual/bicultural certificate from California.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% Spanish, 50% English

Approximate class size: 22

Ratio of language minority to majority: 50:50

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: The children receive English instruction from one teacher in the morning and Spanish instruction from another teacher in the afternoon.

Content courses taught in each language:

Spanish	English
Spanish Language Arts	English Language Arts
Social Studies	English Reading
Science/Health	Math

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades in regular county district programs.

EVALUATION

Evaluator: Dr. Nancy Rhodes and Dr. Donna Christian, CAL/CLEAR

Variables under Assessment:	Instruments
English oral language proficiency	LAS
Spanish oral language proficiency	LAS, SOLOM
English academic achievement	Boehm
Spanish academic achievement	Boehm
Instructional treatment	Classroom observation

Comparison Group: Students not enrolled in the bilingual immersion class.

Evaluation Outcomes: Results are available for the data collected during the first year of implementation of the bilingual immersion program.

The Spanish speakers improved in both Spanish and English language proficiency and the English speakers made gains in Spanish language proficiency. There were no differences between the English speakers in the bilingual immersion versus non-bilingual immersion programs on English language proficiency at the end of the academic year. With respect to academic achievement, all students made gains from the fall to the spring, with the Spanish speakers making the most progress in Spanish and English. Overall, there were no differences in English achievement between the English speaking bilingual immersion students and the non-bilingual immersion students.

BUFFALO CITY SCHOOLS

Buffalo, New York

BACKGROUND INFORMATION

Name of Program: Two-Way Bilingual Program

Non-English language(s): Spanish

Number of years in existence: 4 (Began in 1984)

Grade level(s) of program: K-2

Number of schools involved: 1

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Low

Articulation at middle school: Yes, there is a grade 3-8 two-way bilingual program

Funding: Partial State funding

CONTACT PERSON FOR PROGRAM

Contact Person: Dr. Vocolo or Ms. Olga Rico-Armesto

Position: Dr. Vocolo is Director of Bilingual Education; Ms. Rico-Armesto is Assistant to Director of Bilingual Education

Address: Buffalo City Schools
731 City Hall
Office of Bilingual Education
Buffalo, NY 14202

Phone: (716) 842-4685

PROGRAM RATIONALE AND OBJECTIVES

Program Objectives:

1. By the end of grade 2, all children will be reading at grade level in their native language and in English.
2. By the end of grade 2, all children will be orally bilingual in Spanish and English.

STAFF AND STAFF TRAINING

Teachers: All certified bilingual teachers; many native Spanish speakers.

Aides: Full-time aides; bilingual; many native Spanish speakers.

Staff training specific to program: Second language acquisition, using the MTTI (Multidisciplinary Teachers as Trainers Institute).

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% Spanish, 50% English

Approximate class size: K is 30; grades 2-3 is 33

Ratio of language minority to majority: Students are not classified in this manner.

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: Each teacher provides separate language role model.

Language arts instruction in Non-English language: Yes; Spanish language arts for native English speakers.

Content courses taught in each language: Instruction centers around building strong native language skills in reading. Second language content instruction is phased in to subject matter areas such as social studies and math.

CURRICULUM AND MATERIALS

Curriculum: Using local curriculum requirements, which follow state of New York requirements. In the process of developing a Spanish language arts curriculum and an ESL curriculum.

Materials: Teachers have developed their own materials to enhance teaching.

EVALUATION

Evaluator: Eddy Bayardelle

Variables under Assessment	Instruments
Spanish language proficiency	BINL, LAS
English language proficiency	BINL, LAS
Spanish academic achievement	SESAT (Kindergarten)
	CTBS Español (grades 1-2)
English academic achievement	SESAT (Kindergarten)
	CTBS (grades 1-2)

Evaluation outcomes: The students leave grade 2 with excellent native language skills; at or above grade level in native language reading. In addition, at least 50% of the children are reading in a second language at grade level.

CAMBRIDGE PUBLIC SCHOOLS

Cambridge, Massachusetts

BACKGROUND INFORMATION

Name of Program: Amigos, Two-Way Language Immersion

Non-English language(s): Spanish

Number of years in existence: 2 (Began in 1986)

Grade level(s) of program: K-2

Number of schools involved: 1

Approximate ethnic breakdown of school(s): 50% Hispanic, 50% Other

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Medium

Socio-economic status of area around school: Mostly low

Articulation at middle school: Currently, plans are being made for a middle school program

Funding: Mostly Local funding with Federal funding for 2 instructional aides

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Mary T. Cazabon

Position: Elementary Teacher-in-Charge

Address: 159 Thorndike Street
Bilingual Department
Cambridge, MA 02141

Phone: (617)498-9226

PROGRAM RATIONALE AND OBJECTIVES

Rationale for Program Implementation: To promote greater understanding and respect between the two cultures.

Program Objectives:

1. To provide two full-day integrated classrooms with an academic, two-way language immersion program accenting a curriculum which is taught half day in Spanish and half day in English.
2. To provide students with an environment to develop cross-cultural awareness and acceptance.

3. To promote positive feelings in the parents of AMIGOS program students toward other racial and ethnic groups.

RECRUITMENT

Recruitment strategies: advertisement in local newspapers (English and Spanish), word of mouth, open houses for parents/students to observe program, and Parent Information Center.

STAFF AND STAFF TRAINING

Teachers: Native Spanish speakers and Native English speakers; certification is required from the teachers.

Aides: 3 Spanish/English aides.

Resource Teachers: Early Childhood Specialist and Teacher-in-Charge for bilingual immersion program.

Staff training specific to program: Immersion techniques; whole language; and shared reading strategies. Training occurs in weekly meetings and in summer workshops.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% Spanish, 50% English for kindergarten; 75% Spanish, 25% English for grade one.

Approximate class size: 20

Ratio of language minority to majority: 50:50

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: Each teacher provides separate language role model.

Language arts instruction in Non-English language: Yes

Content courses taught in each language: Content taught in both languages.

KINDERGARTEN		GRADE 1	
Spanish	English	Spanish	English
Reading	Reading	All content subjects	Shared reading
Language Arts	Social Studies		Whole language
Science	Math		Role playing
Math			Music
Social Studies			

CURRICULUM AND MATERIALS

Curriculum: Based on district curriculum. Curriculum handbook available for kindergarten.

EVALUATION

Consultant: Dr. Wallace Lambert

Evaluator: William Lamb

Variables under Assessment:

Spanish oral language proficiency

English oral language proficiency

Spanish academic achievement

English academic achievement

Attitudes of parents

Student sociograms

Comparison group: three comparison groups

Evaluation Outcomes: Not yet available.

BIBLIOGRAPHY

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CHICAGO PUBLIC SCHOOLS

Chicago, Illinois

BACKGROUND INFORMATION

Name of Program: Inter-American Magnet School, Escuela Interamericana

Non-English language(s): Spanish

Number of years in existence: 13 (Began in 1975)

Grade level(s) of program: Preschool through eighth grade

Number of schools involved: 1

Approximate ethnic breakdown of school(s): 60% Hispanic, 30% Non-Hispanic White, 10% Other

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Low

Socio-economic status of area around school: Mixed

Articulation at elementary school: Yes, continues at same school.

Funding: Major funding from Chicago Public Schools; some State bilingual & Federal desegregation funds.

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Eva Helwing

Position: Principal

Address: Inter-American Magnet School
919 West Barry
Chicago, IL 60657

Phone: (312) 880-8190

PROGRAM RATIONALE AND OBJECTIVES

Rationale for Program Implementation: Children become bilingual when there is sufficient need, continuous exposure and there are suitable models in two languages. The children of Inter-American are daily immersed in the English language outside the school. If they are to become fluent and literate in Spanish, or to develop the skills in Spanish that they bring from home, specific policies must be developed and implemented at the Inter-American Magnet to promote the use of Spanish. The three major

policies incorporate concepts of unity, constancy, and faith in the use of Spanish and the capability of each student.

Program Objectives:

1. To promote the concept of bilingual-bicultural education (for both the non-English and non-Spanish speakers to be able to speak, read and write in both English and Spanish).
2. To improve relationships among ethnic groups of the community, emphasizing recognition, respect, and appreciation of similarities and differences in cultural backgrounds.
3. To involve parents in the educational process of their children to ensure their continued support throughout the years of schooling.

RECRUITMENT

Recruitment strategies: Use of brochures, presentations at parent networks, open house, coverage of events in newspapers and on television and radio. After preschool, children continue through eighth grade. When there are openings, siblings of participating students have preference in enrollment.

STAFF AND STAFF TRAINING

Teachers: 29 out of 32 teachers are bilingual; 23 of 29 bilinguals are native speakers

Aides: 4 full-time bilingual, native speakers

Staff training specific to program: Presence to new teachers, weekly staff training programs, frequently aimed at second language learning or Inter-American cultural studies.

Recommendations for staff and staff training: For close coordination, teachers work in teams by cycle: Early childhood, Primary, Intermediate, and Upper.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50:50

Approximate class size: 20 students

Ratio of language minority to majority: 50:50

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: For Spanish and English language arts, children are divided into A, B & C groups (A is lowest).

Language arts instruction in Non-English language: Yes; emphasis begins with oral, continues to reading, writing, and formal speech.

Content courses taught in each language: All classes except computer literacy and American History are taught in Spanish and English; Computers and American History are instructed in English only.

CURRICULUM AND MATERIALS

Curriculum: Integrated curriculum organized around themes of the study of the Americas.

Materials: Developed materials for the study of the Americas at local level. Houghton Mifflin is used in Spanish and English for reading in grades 1-7, Silver Burdett is employed in Spanish and English for science and social studies in grades 1-5.

EVALUATION

Variables under Assessment	Instruments
Reading in English	Iowa Test of Basic Skills
Reading in Spanish	Comprehensive Test of Basic Skills/Español

Comparison group: National norms for Iowa

Evaluation outcomes: For 1986, the 8th grade graduates scored above the national average in English reading.

DADE COUNTY PUBLIC SCHOOLS
Miami, Florida

BACKGROUND INFORMATION

Name of Program: Bilingual Schools
Non-English language(s): Spanish
Number of years in existence: 25 (Began in 1963)
Grade level(s) of program: K-6
Number of schools involved: 4
Language backgrounds of largest groups of LEPs: Spanish
Student transiency: Medium
Socio-economic status of area around school: Varies by school
Funding: Different levels of support: Private Foundations, Federal ESEA, State, and Local.

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Margarita Cáceres
Position: Project Coordinator
Address: Southside Elementary School
45 S.W. 13th Street
Miami, FL 33130
Phone: (305) 371-3311

PROGRAM RATIONALE AND OBJECTIVES

Program Objectives:

1. Each participating student will achieve all of the skills, abilities and understanding s/he would normally achieve in a monolingual school.
2. Each student will be able to function in either culture easily and comfortably.
3. Each student will have pride in his/her own heritage and a respect and appreciation of different people and cultures.
4. Each student's proficiency in listening, speaking, reading, and writing in his/her second language will approximate that of his/her first language.

STAFF AND STAFF TRAINING

Teachers: All certified bilingual teachers; many native Spanish speakers.

Aides: Part-time aides; bilingual; many native Spanish speakers.

Staff training specific to program:

A summer workshop was required of all teachers during the first three years to train them in the latest methods and techniques for the teaching of a second language. Also, voluntary workshops and inservice training sessions have been made available for all teachers, where stress has been on team teaching.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% Spanish, 50% English

Approximate class size: 18

Ratio of language minority to majority: 60:40

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: Each teacher provides separate language role model. Spanish-speaking teacher team teaches with English-speaking teacher.

Language arts instruction in Non-English language: Yes, emphasis is on oral language skills.

Content courses taught in each language: All content is taught in both languages. Each content area is divided into two sections. One team teacher provides the first section of the content in one language and then the other team teacher teaches the second section of the content in the other language; sometimes content is taught first in Spanish and sometimes it is taught first in English.

CURRICULUM AND MATERIALS

Curriculum: Based on district-wide curriculum.

HAMTRAMCK UNIFIED SCHOOL DISTRICT

Hamtramck, Michigan

BACKGROUND INFORMATION

Name of Program: Arabic Immersion Program

Non-English language(s): Arabic

Number of years in existence: 4 (Began in 1984)

Grade level(s) of program: 1-3

Number of schools involved: 1

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Marsha Nowakowski

Position: Assistant Director of Special Programs

Address: Holbrook School
2361 Alice
Hamtramck, MI 48212

Phone: (313) 872-3203

PROGRAM RATIONALE AND OBJECTIVES

Rationale for Program Implementation: To prepare LEP students to function successfully in an all-English school environment while maintaining native Arabic language. To provide for LEP students an immersion environment that promotes the natural acquisition of Arabic.

Program Objectives:

Native Arabic-speaking and native English-speaking children will become bilingual and will achieve academically in both languages.

STAFF AND STAFF TRAINING

Teachers: Three half-time native Arabic-speaking teachers.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% Arabic, 50% English

Approximate class size: 30

Ratio of language minority to majority: Mostly native Arabic speakers, some native English speakers

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: The children receive Arabic instruction from a native Arabic-speaking teacher in the morning and English instruction from a native English-speaking teacher in the afternoon.

Content courses taught in each language:

Arabic	English
Arabic Language Arts	English Language Arts
	English Reading
Math	
Science/Health	
Social Studies	

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades in regular district programs.

Materials: Materials in Arabic have been adapted and developed by the teachers in the program, especially computer math materials.

EVALUATION

Evaluator: Dr. Wallace Lambert

Variables under Assessment:	Instruments
Intelligence	Raven's Progressive Matrices
English language proficiency	Peabody Picture Vocabulary
Arabic language proficiency	Peabody Picture Vocabulary
Academic Achievement	Metropolitan

Evaluation Outcomes: Arabic students begin the program with lower scores, but by the end of the year, they are performing above average.

HEALDSBURG UNION SCHOOL DISTRICT

Healdsburg, California

BACKGROUND INFORMATION

Name of Program: Spanish Immersion Program

Non-English language(s): Spanish

Number of years in existence: 2 (Began in 1986)

Grade level(s) of program: K-1

Number of schools involved: 1

Approximate ethnic breakdown of school(s): 33% Hispanic, 67% White-non Hispanic

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Low

Socio-economic status of area around school: Varied

Articulation at middle school: Is currently a K-3 school; working on a program at the 4-6 grade level

Funding: Local

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Elisa Snedden

Position: Bilingual Resource Teacher

Address: Fitch Mountain School
565 Sanns Lane
Healdsburg, CA 95448

Phone: (707) 431-3435

PROGRAM RATIONALE AND OBJECTIVES

Rationale for Program Implementation: To prepare language minority students to function successfully in an all-English school environment while maintaining native Spanish language. To provide for language majority students an immersion environment that promotes the natural acquisition of Spanish.

Program Objectives:

1. Students will develop bilingual and biliterate skills in two languages.

2. Students will perform academically at or above grade level in achievement tests in both Spanish and English.
3. Students will develop an appreciation of and understanding for cultures different from their own.

RECRUITMENT

Recruitment strategies: Highly involved parent group (Healdsburg Advocates for Language Learning—HALL) is responsible for recruitment. The parents talk with other parents at parent meetings and preschools.

STAFF AND STAFF TRAINING

Teachers: All certified bilingual teachers; some native Spanish speakers.

Aides: Full-time bilingual aides; some native Spanish speakers and many parent volunteers.

Resource Teachers: One resource teacher in bilingual education.

Staff training specific to program:

Teachers attend all bilingual education workshops provided by the district in addition to attendance at conferences.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: In Kindergarten and First grade — 90% Spanish, 10% English

Approximate class size: 28

Ratio of language minority to majority: 33:67

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: One teacher provides Spanish instruction and uses only Spanish; English instruction is provided by a bilingual teacher who uses only English. For the English instruction, the two classes exchange teachers. Instructional content in both classrooms is coordinated by the two teachers.

Content courses taught in each language:

Spanish	English
Spanish Language Arts	English Language Arts
Spanish Reading (First)	
Math	
Science/Health	
Social Studies	
Fine Arts	
Physical Education	

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades in regular district programs, as outlined in the district's Course of Study for Elementary Schools. However, the schedules are carefully structured for teaching all required academic subjects using methods appropriate not only for project students' grade levels, but appropriate also for enabling both native-Spanish-speaking and native-English-speaking students to acquire language skills in both English and Spanish.

EVALUATION

Currently designing an evaluation study.

LAWRENCE PUBLIC SCHOOLS
Lawrence, Massachusetts

BACKGROUND INFORMATION

Name of Program: Creciendo Juntos-Growing Together
Non-English language(s): Spanish
Number of years in existence: 2 (Began in 1986)
Grade level(s) of program: K-1
Number of schools involved: 2
Approximate ethnic breakdown of school(s): 60% Hispanic, 40% non-Hispanic
Language backgrounds of largest groups of LEPs: Spanish
Student transiency: Medium
Socio-economic status of area around school: Low
Articulation at middle school: Not currently, but they are designing plans for extending the program through middle school.
Funding: Local; and State funding for Linguistic Minority Education Resource Center

CONTACT PERSON FOR PROGRAM

Contact Person: Dr. Ellen Rintell; Ms. Eileen Skovholt
Position: Dr. Rintell is Director; Ms. Skovholt is Educational Specialist
Address: Linguistic Minority Education Resource Center
Robert L. Frost School
33 Hamlet Street
Lawrence, MA 01843
Phone: (617) 682-0286

PROGRAM RATIONALE AND OBJECTIVES

Rationale for Program Implementation: It is hoped that the two-way program will prove to be a more effective model than the traditional transitional bilingual class for linguistic minority students. In the two-way program, students are not segregated by language. The transitional bilingual model tends to separate the children and promote the perception of bilingual education as remedial. The two-way program is expected to counter these negative perceptions.

Program Objectives:

1. Each language group will learn in both languages with the expectation that each child will develop to her or his full academic potential.
2. Help students develop friendships and cultural appreciation.
3. Each student will develop oral and literate competence in a second language.

RECRUITMENT

Recruitment strategies: Participation is at the request of parents, who are recruited through literature and informational meetings.

STAFF AND STAFF TRAINING

Teachers: All certified bilingual teachers. Non-bilingual immersion teachers provide instruction in the English component.

Aides: Part-time bilingual aides; some native Spanish speakers.

Resource Teachers: Available in Art, Music and Science

Staff training specific to program: Summer pre-service training for 4 weeks including an institute on Whole Language at Lesley College; bi-weekly meeting during academic year with specialists from the Linguistic Minority Education Resource Center to discuss pedagogical issues and coordinate curriculum among teachers.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% Spanish, 50% English

Approximate class size: 20

Ratio of language minority to majority: 50:50

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: Students are immersed in each language for half the day, with one teacher providing the Spanish content instruction and another teacher providing the English content instruction.

Language arts instruction in Non-English language: Yes

Content courses taught in each language:

Spanish	English
Spanish Language Arts	English Language Arts
Reading	Reading
Math	Math
Science/Health	Science/Health
Social Studies	Social Studies
Humanities	Humanities

CURRICULUM AND MATERIALS

Curriculum: The general curriculum includes content that is the same as that taught in standard kindergarten and first grade classes.

Materials: Children's literature in both languages; "Big Books"; manipulatives for math and L2 development; Addison Wesley Spanish reading series by Alma Flor Ada.

EVALUATION

Evaluator: Not assigned yet.

Variables under Assessment

Spanish L2 development

English L2 development

Cross-cultural attitudes

Literacy skills

BIBLIOGRAPHY

Skovholt, E., & Rintell, E. (1987). Five in Massachusetts: Profile of diversity. Equity & Choice, 3, 30-34.

NEW YORK CITY SCHOOLS

Brooklyn, New York

BACKGROUND INFORMATION

Name of Program: Two-Way Bilingual Program

Non-English language(s): Spanish

Number of years in existence: 3 (Began in 1985)

Grade level(s) of program: K-1, will extend to grade 2 next year

Number of schools involved: 1

Approximate ethnic breakdown of school(s): 99% Hispanic, 1% White-Non Hispanic

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Low to Medium

Socio-economic status of area around school: Mostly low

Funding: State funded

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Edith Feliciano

Address: C.S.D. #15
360 Smith Street
Brooklyn, NY 11231

Phone: (718) 330-9349

PROGRAM RATIONALE AND OBJECTIVES

Program Objectives:

Develop the second language so that all students are fully bilingually competent in two languages.

STAFF AND STAFF TRAINING

Teachers: All certified bilingual teachers; many native Spanish speakers.

Aides: Part-time aides; bilingual; many native Spanish speakers.

Staff training specific to program: Second language acquisition, intensive bilingual education training; extra three inservices each year.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% Spanish, 50% English.

Approximate class size: 25

Ratio of language minority to majority: 60:40

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: By subject matter area.

Language arts instruction in Non-English language: Yes; Spanish language arts for native English speakers.

Content courses taught in each language: Instruction centers around building strong native language skills in reading; with second language content instruction phased in gradually in subject matter such as social studies and math.

CURRICULUM AND MATERIALS

Curriculum: Using local curriculum requirements, which follows state of New York requirements.

Materials: Teachers have developed their own materials to enhance teaching.

EVALUATION

Evaluator: Stanley J. Schneider

Variables under Assessment	Instruments
Spanish language proficiency	BINL, LAB
English language proficiency	BINL, LAB
Spanish academic achievement	SESAT (Kindergarten)
	CTBS Español (grades 1-2)
English academic achievement	SESAT (Kindergarten)
	CTBS (grades 1-2)

Evaluation Outcomes: Not yet available.

NEW YORK UNIFIED SCHOOL DISTRICT

Long Island City, New York

BACKGROUND INFORMATION

Name of Program: Two-Way Bilingual Program

Non-English language(s): Spanish

Number of years in existence: 3 (Began in 1985)

Grade level(s) of program: K-2

Number of schools involved: 1

Approximate ethnic breakdown of school(s): 20% Hispanic, 80% very mixed Other

Language backgrounds of largest groups of LEPs: Spanish, but 40 different language groups

Student transiency: Low to medium

Socio-economic status of area around school: Low middle to middle

Articulation at middle school: Not currently

Funding: State funding

CONTACT PERSON FOR PROGRAM

Contact Person: Mr. James Dounis

Position: Bilingual Supervisor

Address: C.S.D. #30
36-25 Crescent Street
Long Island City, NY 11106

Phone: (718) 729-7226

PROGRAM RATIONALE AND OBJECTIVES

Program Objectives:

Native Spanish-speaking and native English-speaking children will become bilingual and biliterate and will achieve academically in both languages.

STAFF AND STAFF TRAINING

Teachers: Certified in bilingual education; some native Spanish speakers.

Aides: Part-time aides; some are bilingual.

Staff training specific to program: Bilingual education.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% Spanish, 50% English.

Approximate class size: 25 students

Ratio of language minority to majority: 70:30

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: By time of day; English is used in the morning and Spanish in the afternoon.

Language arts instruction in Non-English language: Yes, Spanish language arts for native English speakers.

Content courses taught in each language: All subject matter is taught in both languages.

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades using the New York State and New York City Curriculum Regulations.

Materials: Teachers have developed their own materials.

EVALUATION

Evaluator: Mary Mirabito

Variables under Assessment:	Instruments
English oral language proficiency	BINL, LAB
Spanish oral language proficiency	BINL, LAB
English academic achievement	SESAT, CTBS
Spanish academic achievement	SESAT, CTBS Español

Evaluation Outcomes: Not yet available.

NEW YORK UNIFIED SCHOOL DISTRICT

Long Island City, New York

BACKGROUND INFORMATION

Name of Program: Two-Way Bilingual Program
Non-English language(s): Greek
Number of years in existence: 3 (Began in 1985)
Grade level(s) of program: K-2
Number of schools involved: 1
Language backgrounds of largest groups of LEPs: Spanish, followed by Greek, but 40 different language groups
Student transiency: Low to medium
Socio-economic status of area around school: Low middle to middle
Articulation at middle school: Not currently
Funding: State funding

CONTACT PERSON FOR PROGRAM

Contact Person: Mr. James Dounis
Position: Bilingual Supervisor
Address: C.S.D. #30
36-25 Crescent Street
Long Island City, NY 11106
Phone: (718) 729-7226

PROGRAM RATIONALE AND OBJECTIVES

Program Objectives:

Native Greek-speaking and native English-speaking children will become bilingual and biliterate and will achieve academically in both languages.

STAFF AND STAFF TRAINING

Teachers: Certified in bilingual education; some native Greek speakers.
Aides: Part-time aides; some are bilingual.
Staff training specific to program: Bilingual education.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% Greek, 50% English.

Approximate class size: 25 students

Ratio of language minority to majority: 70:30

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: By time of day; English is used in the morning and Greek in the afternoon.

Language arts instruction in Non-English language: Yes, Greek language arts for native English speakers.

Content courses taught in each language: All subject matter is taught in both languages.

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades using the New York State and New York City Curriculum Regulations.

Materials: Teachers have developed their own materials.

EVALUATION

Evaluator: Mary Mirabito

Variables under Assessment:	Instruments
English oral language proficiency	BINL, LAB
Greek oral language proficiency	Teacher developed
English academic achievement	SESAT, CTBS
Greek academic achievement	Teacher-developed criterion referenced test

Evaluation Outcomes: Not yet available.

NEW YORK UNIFIED SCHOOL DISTRICT

New York, New York

BACKGROUND INFORMATION

Name of Program: Dual Language Program

Non-English language(s): Spanish

Number of years in existence: 4 (Began in 1984)

Grade level(s) of program: K-6

Number of schools involved: 1

Approximate ethnic breakdown of school(s): 49% Hispanic, 14% White-non Hispanic, 37% Other

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Low

Articulation at middle school: No

Funding: State funding

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Ruth Swinney

Position: Project Coordinator

Address: P.S. 84
32 W. 92nd St.
New York, NY 10025

Phone: (212) 678-2824

PROGRAM RATIONALE AND OBJECTIVES

Program Objectives:

Native Spanish-speaking and native English-speaking children will become bilingual and will achieve academically in both languages.

STAFF AND STAFF TRAINING

Teachers: All the teachers are certified in bilingual education and are carefully selected for the program.

Aides: Part-time aides; some are bilingual.

Resource Teachers: Two teachers are language specialists who assist classroom teachers in developing language skills.

Staff training specific to program: Staff training began the year prior to program implementation, with staff inservices throughout the year of implementation. Staff training is on-going, with extensive work in second language acquisition theories and practice. Staff works very closely with Professor Ricardo Othegay from C.C.N.Y.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% English, 50% Spanish

Approximate class size: 26-28

Ratio of language minority to majority: 40:60

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: From K to grade 2, the same teacher instructs in Spanish one day and in English the next. From Grades 3 to 6, the children receive English instruction from one teacher on one day and Spanish instruction from another teacher on the next day and the teachers team teach. Thus, the children receive instruction in Spanish and English on alternating days.

Content courses taught in each language: Curriculum is taught in both languages.

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades using the New York State and New York City Curriculum Regulations.

Materials: The teachers have developed a lot of manipulatives and worksheets in Spanish. The program has an extensive collection of Spanish books and literature.

EVALUATION

Evaluator: Mr. Victor Toledo

Variables under Assessment:	Instruments
English oral language proficiency	BINL
Spanish oral language proficiency	BINL

English academic achievement — Metropolitan Achievement Test, VRP, PEP

Spanish academic achievement — CTBS Español, SDRT

Evaluation Outcomes: Program students perform well in state-wide standardized testing. They make tremendous gains in achievement and language proficiency.

NEW YORK UNIFIED SCHOOL DISTRICT

New York, New York

BACKGROUND INFORMATION

Name of Program: Lola Rodriguez De Tio Two-Way Program
Non-English language(s): Spanish
Number of years in existence: 4 (Began in 1984)
Grade level(s) of program: K-3
Number of schools involved: 1
Approximate ethnic breakdown of school(s): 92% Hispanic, 8% Black
Language backgrounds of largest groups of LEPs: Spanish
Student transiency: High
Socio-economic status of area around school: Very low
Funding: State funding

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Lavinia Mancuso
Position: Principal
Address: P.S. 155
319 East 117 Street
New York, NY 10035
Phone: (212) 860-5885

PROGRAM RATIONALE AND OBJECTIVES

Program Objectives:

Native Spanish-speaking and native English-speaking children will become bilingual and biliterate and will achieve academically in both languages.

STAFF AND STAFF TRAINING

Teachers: Certified in bilingual education; some native Spanish speakers.
Aides: Full-time aides in Spanish dominant classes; some are bilingual.
Staff training specific to program: Second language acquisition, linguistics, math manipulatives, process writing, word processing.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% Spanish, 50% English

Approximate class size: K-2 is 25 students

Ratio of language minority to majority: Students are not categorized in this manner.

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: By subject area.

Language arts instruction in Non-English language: Yes, Spanish language arts for native English speakers.

Content courses taught in each language: Instruction centers around building strong native language skills in reading. Second language content instruction is phased in to subject matter areas such as social studies and math.

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades using the New York State and New York City Curriculum Regulations.

Materials: No materials have been developed.

EVALUATION

Evaluator: Eddy Bayardelle

Variables under Assessment:	Instruments
English oral language proficiency	BINL, LAB
Spanish oral language proficiency	BINL, LAB
English academic achievement	SESAT, CTBS
Spanish academic achievement	SESAT, CTBS Español

Evaluation Outcomes: Not yet available

NEW YORK UNIFIED SCHOOL DISTRICT

New York, New York

BACKGROUND INFORMATION

Name of Program: EPIC (Early Partial Immersion for Children)

Non-English language(s): Spanish

Number of years in existence: 3 (Began in 1985)

Grade level(s) of program: K-3

Approximate ethnic breakdown of school(s): 65% Hispanic, 20% White-non Hispanic, 15% Other

Language backgrounds of largest groups of LEPs: Spanish, but there are 25 different language groups

Student transiency: High

Socio-economic status of area around school: Low

Articulation at middle school: No

Funding: State funding

CONTACT PERSON FOR PROGRAM

Contact Person: Mr. Ray Rosemberg

Position: Supervisor of Bilingual Programs

Address: C.S.D. #1
80 Montgomery Street
New York, NY 10002

Phone: (212) 577-0213

PROGRAM RATIONALE AND OBJECTIVES

Rationale for Program Implementation:

1. To create a positive attitude toward school and learning, which will increase the student's potential for academic success in all curriculum areas and which will encourage appropriate choices regarding future education and work-related activities.
2. To provide an integrated setting whereby children of different language and cultural backgrounds respect each other, cooperate with each other and learn from each other.

3. To enable children participating in the program to appreciate and value a multi-cultural society.

Program Objectives:

Native Spanish-speaking and native English-speaking children will become bilingual and will achieve academically in both languages, at no expense to their native language.

RECRUITMENT

Recruitment strategies: Use of brochures, flyers, presentations at PTA meetings and preschools, presentations at neighborhood private and public community agencies with parent education components, attendance at fairs with a booth advertising the school's program.

STAFF AND STAFF TRAINING

Teachers: The Spanish-speaking teachers are certified in bilingual education and the English-speaking teachers have training in ESL methodology. The bilingual teachers are native Spanish speakers.

Aides: Full-time bilingual paraprofessionals.

Resource Teachers: Shared with the bilingual program.

Staff training specific to program: Staff training has been done in the use of computers and in software development. Reading and ESL staff development conferences have been presented by consultants, representatives from publishing companies, and teacher trainers.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% English, 50% Spanish

Approximate class size: 20

Ratio of language minority to majority: 50:50

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: The children receive English instruction from one teacher for half of each day and Spanish instruction from another teacher for the other half day. The teachers work together to integrate the curriculum.

Language arts instruction in Non-English language: Yes, language arts instruction is enriched with a series of interpretative workshops which focus on augmenting the students' language experience through art, music, dance, puppetry, etc.

Content courses taught in each language: All content is taught in both languages.

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades using the New York State and New York City Curriculum Guidelines.

Materials: The teachers have developed a lot of manipulatives, Career Education Worksheets in Spanish, and a bilingual "Cultural Heritage Guide of Puerto Rico".

Computer: The students are being taught basic computer programming skills as vehicles to practice, review and master early learning software.

EVALUATION

Evaluator: Berle Driscoll, Metis Associates

Variables under Assessment:	Instruments
English oral language proficiency	BINL, LAB
Spanish oral language proficiency	BINL, LAB
English academic achievement	SESAT, CTBS
Spanish academic achievement	SESAT, TOBE

Evaluation Outcomes: Program students perform well in state-wide standardized testing. They have shown increased competency in both languages and have demonstrated gains in achievement in all curriculum areas.

NEW YORK UNIFIED SCHOOL DISTRICT

Queens, New York

BACKGROUND INFORMATION

Name of Program: Two-Way Bilingual Program - Project Best

Non-English language(s): Spanish

Number of years in existence: 4 (Began in 1984)

Grade level(s) of program: K-3; there is also an upper elementary program that includes grades 4-5.

Approximate ethnic breakdown of school(s): Very mixed

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Moderate

Socio-economic status of area around school: Low to middle

Articulation at middle school: Not yet

Funding: State funding

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Maritza Meyers

Position: Director Bilingual/E.S.L./Foreign Language

Address: Community School District #29
221-10 Jamaica Avenue
Queens Village, NY 11428

Phone: (718) 740-0900

PROGRAM RATIONALE AND OBJECTIVES

Rationale for Program Implementation:

1. To promote English/Spanish bilingualism and cross cultural understanding in Spanish dominant and English dominant youngsters at the elementary school level.
2. To extend the cognitive performance and enhance the educational achievement of these youngsters through the implementation of an enrichment program.
3. To increase parental participation.

Program Objectives:

1. The promotion of bilingualism as a goal for all students through the establishment of bilingual education programs for LEP and EP students.
2. The promotion of the concept of bilingual education as an enrichment program for all students rather than as a compensatory education model for LEP students.
3. The creation of greater understanding between two linguistic communities in a given district as they work toward a common goal.
4. The promotion of equal educational access for all students.
5. The promotion of educational excellence for all students.

STAFF AND STAFF TRAINING

Teachers: The Spanish-speaking teachers are certified in bilingual education and the English-speaking teachers have training in ESL methodology. All of the LEP teachers are native Spanish speakers.

Aides: Part-time paraprofessionals; all are bilingual.

Resource Teachers: There is a Two-Way (bilingual immersion) Resource teacher.

Staff training specific to program: Considerable staff training has focused on monthly workshops and particularly on-site demonstrations. All participating teachers attend college and universities and take courses in bilingual methodology, curriculum development and second language acquisition.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English:

	Spanish	English
Kindergarten	90	10
First-Second	80	20
Third	70	30
Fourth	60	40
Fifth-Sixth	50	50

Approximate class size: grades K-3 = 25; grades 4-6 = 30.

Ratio of language minority to majority: 50:50

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: The bilingual teacher and the Spanish as a Second Language cluster teacher provide Spanish instruction; the English monolingual teacher and the English as a Second Language teacher provide English instruction.

Content courses taught in each language: Instruction centers around building strong native language skills in reading. Second language content instruction is phased in to subject matter areas such as social studies, math, science, music, and art.

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades using the New York State and New York City Curriculum Regulations. The teachers will be working on curriculum development beginning academic year 1987.

Materials: The teachers as well as Project Director have developed several Spanish as a Second Language units in the areas of Science, Social Studies, Art and Music for grades K-3.

Computer: The students are being taught to program computers.

EVALUATION

Evaluator: Mr. Antonio Nadal

Variables under Assessment:	Instruments
English oral language proficiency	BINL, LAB
Spanish oral language proficiency	BINL, LAB
English academic achievement (Reading and Mathematics)	SESAT, S.D.R.T., D.R.P.
Spanish academic achievement (Reading and Mathematics)	SESAT (Puerto Rican Edition), CTBS Español

Evaluation Outcomes: Not yet available.

OAKLAND UNIFIED SCHOOL DISTRICT

Oakland, California

BACKGROUND INFORMATION

Name of Program: Spanish Language Immersion Program

Non-English language(s): Spanish

Number of years in existence: 2 (Began in 1986)

Grade level(s) of program: K-2, will begin third grade next year.

Number of schools involved: 1

Approximate ethnic breakdown of school(s): 80% Hispanic, 6% White-non Hispanic, 10% Black, 4% Asian

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Moderate

Socio-economic status of area around school: Low

Articulation at middle school: Currently, no

Funding: Federal - ESEA Title VII Grant for academic years 1987-1989

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Clementina Durón

Position: Principal

Address: Lazear Elementary School
824 29th Avenue
Oakland, CA 94601

Phone: (415) 532-3521

PROGRAM RATIONALE AND OBJECTIVES

Rationale for Program Implementation: To prepare language minority students to function successfully in an all-English school environment while maintaining native Spanish language. To provide for language majority students an immersion environment that promotes the acquisition of Spanish.

Program Objectives:

1. Students will develop high levels of proficiency in Spanish and English.

2. Students will perform academically at or above grade level in tests in both Spanish and English.
3. Students will develop positive attitudes toward the two languages and the communities they represent.
4. Students will develop positive perceptions of themselves academically and socially.

RECRUITMENT

Recruitment strategies: Use of brochures, flyers, presentations at PTA meetings and preschools.

STAFF AND STAFF TRAINING

Teachers: All certified bilingual teachers; all are native Spanish speakers.

Aides: Part-time aides; bilingual; some native Spanish speakers.

Resource Teachers: None.

Staff training specific to program:

One preservice was given to the Spanish immersion program teachers to present the program's philosophy and to discuss instructional and classroom management techniques, cooperative learning, sheltered language, and evaluation. Teachers have participated in cooperative learning and Teacher Expectation for Student Achievement (TESA) inservice training. Teachers also attended a Seminar on Teaching in Bilingual Immersion Programs that focussed on instructional strategies, materials, curriculum, and recruitment strategies.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English:

	Spanish	English
Kindergarten/First	90%	10%
Second/Third	80%	20%

Approximate class size: 30

Ratio of language minority to majority: 90:10, but working toward 67:33

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: One teacher provides Spanish instruction and uses only Spanish; English instruction is provided by another Spanish immersion teacher. For the English instruction, the two Spanish immersion teachers exchange classrooms. Instructional content in both classrooms is coordinated by the two teachers.

Target language arts instruction: Yes, emphasis begins with oral language skills, then moves to reading and writing skills.

Content courses taught in each language:

	Spanish	English
Kindergarten-First	Spanish Language Arts Spanish Reading (First) Math Science/Health Social Studies Fine Arts Physical Education	English Language Arts
Second-Third	Spanish Language Arts Spanish Reading Math Science/Health Social Studies Fine Arts Physical Education	English Language Arts English Reading

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades in regular district programs, as outlined in the district's Course of Study for Elementary Schools. However, the schedules are carefully structured for teaching all required academic subjects using methods appropriate not only for project students' grade levels, but appropriate also for enabling both native-Spanish-speaking and native-English-speaking students to acquire language skills in both English and Spanish.

EVALUATION

Evaluator: Dr. Kathryn J. Lindholm, CLEAR/UCLA

Variables under Assessment:	Instruments
Spanish oral language proficiency	BSM, SOLOM
English oral language proficiency	BSM, SOLOM
Academic Achievement Spanish	La Prueba Riverside
Academic Achievement English	CTBS-U

Comparison group: Students in other bilingual immersion programs.

Evaluation Outcomes: Not yet available.

SAN DIEGO CITY SCHOOLS
San Diego, California

BACKGROUND INFORMATION

Name of Program: Spanish Bilingual/Immersion Program; was originally named Spanish-English Language Immersion Program
Non-English language(s): Spanish
Number of years in existence: 13 (Began in 1975)
Grade level(s) of program: 6
Number of schools involved: 3
Approximate ethnic breakdown of school(s): 35% Hispanic, 65% non-Hispanic
Language backgrounds of largest groups of LEPs: Spanish
Student transiency: Low
Socio-economic status of area around school: Varies by school
Articulation at middle school: No
Funding: Three consecutive ESEA Title VII Grants (1975-80, 1980-82, 1982-85), currently district-funded

CONTACT PERSON FOR PROGRAM

Contact Person: Mr. Tim Allen
Position: Director of Second Language Education
Address: 4100 Normal Street, Room 2026
San Diego, CA 92103
Phone: (619) 293-8096

PROGRAM RATIONALE AND OBJECTIVES

Rationale for Program Implementation: To prepare language minority students to function successfully in an all-English school environment while maintaining native Spanish language. To provide for language majority students an immersion environment that promotes the natural acquisition of Spanish.

Program Objectives:

1. Language minority students will exceed the levels of achievement of non-program language minority students in English reading and mathematics.

2. Language majority students will acquire functional use of Spanish while maintaining achievement in English reading and mathematics comparable to that of non-program language majority students.

STAFF AND STAFF TRAINING

Teachers: All certified bilingual teachers; many native Spanish speakers.

Aides: Part-time aides; bilingual; many native Spanish speakers.

Resource Teachers: One resource teacher at one site; the other two sites have assistance from central resource teachers.

Staff training specific to program:

Preservice training is given to each new bilingual/immersion program teacher and aide to present the program's philosophy and most effective instructional and classroom management techniques. Teachers also attend inservices on natural language acquisition, use of materials, testing and evaluation, group management in multi-grade classrooms, teaching techniques in content areas, and curriculum writing.

Recommendations for staff and staff training:

Include monolingual English-speaking teachers and aides in training related to the philosophy and instructional methodology of the program.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English:

	Spanish	English
Kindergarten/First	90%	10%
Second/Third	80%	20%
Fourth/Fifth/Sixth	50%	50%

Approximate class size: 30

Ratio of language minority to majority: 60:40

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: In the primary grades (K-3), one teacher provides Spanish instruction and uses only Spanish. For the English instruction, each project class is assigned to a monolingual English-speaking teacher from the school's regular program, or is teamed with another bilingual teacher from the bilingual/immersion program. During this period, the class moves to the other teachers' regular

classroom, and the English-speaking teachers' regular students move to the bilingual immersion teacher's classroom for instruction. In some cases, two bilingual immersion teachers (usually a primary with an upper) exchange classes for English instruction. Instructional content in both classrooms is coordinated by the two teachers. By fourth grade and continuing into sixth grade, the day is divided into two equal periods of Spanish instruction and English instruction. The same teacher usually provides both Spanish and English instruction in the same classroom.

Language arts instruction in Non-English language: Yes, emphasis begins with oral language skills, then moves to reading and writing skills.

Content courses taught in each language:

	Spanish	English
Kindergarten-First	Spanish Language Arts Spanish Reading (First) Math Science/Health Social Studies Fine Arts Physical Education	English Language Arts
Second-Third	Spanish Language Arts Spanish Reading Math Science/Health Social Studies Fine Arts Physical Education	English Language Arts English Reading
Fourth-Sixth	Spanish Language Arts Spanish Reading Math Science/Health Social Studies	English Language Arts English Reading Math Fine Arts Physical Education

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades in regular district programs, as outlined in the district's Course of Study for Elementary Schools. However, the schedules are carefully structured for teaching all required academic subjects using methods appropriate not only for project students' grade levels, but appropriate also for enabling both native Spanish-speaking and native English-speaking students to acquire

language skills in both English and Spanish in the following linguistic sequence: listening comprehension before speaking, speaking before reading, and reading before writing.

Materials: Project staff have developed materials for K-6 music and art instruction, packaged in a volume entitled El Mundo de Música y Arte for each K-6 project grade block (K-1, 2-3, 4-6). The project has also developed materials for supplementary activities for the English language portion of the program, in particular, materials to be used in English oral language instruction. Also, project staff have participated in the development of three language programs: Spanish language arts for native-Spanish speakers, Spanish for native speakers of English, and English for native speakers of non-English languages. Schools use commercial texts for Spanish reading (Houghton-Mifflin), Science (Silver Burdett) and Social Studies (Silver Burdett). The ESL curriculum is the district developed, acquisition-based program English for Limited English Proficient Students (ELEPS).

EVALUATION

Evaluator: Dr. Frank Ciriza, District Second Language Evaluator

Variables under Assessment:	**Instruments**
Spanish oral language proficiency	IDEA Proficiency Test (IPT) - Spanish
English oral language proficiency	IDEA Proficiency Test (IPT) - English
Academic Achievement Spanish	La Prueba Riverside
Academic Achievement English	CTBS-U

Comparison group: Students in transitional bilingual program classes.

Evaluation Outcomes: Overall, the Limited English Proficient (LEP) and English Only (EO) students in bilingual/immersion programs outperform their non-program peers in math and reading. LEP students gain higher levels of English language proficiency and achievement than their non-program peers while maintaining their Spanish language proficiency and achievement. EO students also outperform their non-program peers while maintaining their English language proficiency and gaining Spanish language proficiency.

1. Spanish oral language proficiency: LEP students outperform their comparison group in all but grade 1. EO students gain functional Spanish proficiency at grade 4, exceeding the national norm, while their comparison group displayed no significant acquisition of Spanish.
2. English oral language proficiency: LEP students outperform their comparison group in all grades except grade 1 after which the bilingual/immersion LEP students achieve higher rankings and attain national norms one year prior to the comparison group. EO students outperform their comparison group at all levels, achieving higher rankings in all grades and making greater gains in grades 3 and 4.
3. Spanish reading achievement: The bilingual/immersion students perform significantly better, on the average, than comparison students in Spanish reading.
4. English reading achievement: Program LEP students outperform non-program comparison students at all levels. LEP students achieve reclassification status one year earlier than comparison students. EO students outperform comparison EOs achieving higher rankings at all levels.
5. Spanish mathematics: Program students perform significantly better, on the average, than comparison students in Spanish math. LEP students perform well in mathematics from the beginning. EO students also achieve above-average scores.
6. English mathematics: LEP students outperform their LEP peers in non-program classes. EO students also outperform their non-program EO cohorts.

These program findings were replicated in a second group of program 4th, 5th, and 6th grade bilingual/immersion students.

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SAN FRANCISCO UNIFIED SCHOOL DISTRICT

San Francisco, California

BACKGROUND INFORMATION

Name of Program: Bilingual Education

Non-English language(s): Spanish

Number of years in existence: 7 (Began in 1981)

Grade level(s) of program: 5

Number of schools involved: 1

Approximate ethnic breakdown of school(s): 39% Hispanic, 25% White-non Hispanic, 23% Black, 13% Asian

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Low

Socio-economic status of area around school: Low

Articulation at middle school: Currently, no

Funding: Federal ESEA Title VII Grant

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Marylou Mendoza

Position: Principal

Address: Buena Vista Elementary School
1670 Noe Street
San Francisco, CA 94131

Phone: (415) 821-1852

PROGRAM RATIONALE AND OBJECTIVES

Rationale for Program Implementation: To prepare language minority students to function successfully in an all-English school environment while maintaining native Spanish language. To provide for language majority students an immersion environment that promotes the acquisition of Spanish.

Program Objectives:

1. Language minority students will exceed the levels of achievement of non-program language minority students in English reading and mathematics.

2. Language majority students will acquire functional use of Spanish while maintaining achievement in English reading and mathematics comparable to that of non-program language majority students.

STAFF AND STAFF TRAINING

Teachers: All certified bilingual teachers; many native Spanish speakers.

Aides: Part-time bilingual aides; many native Spanish speakers.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English:

	Spanish	English
Kindergarten/First	90%	10%
Second/Third	80%	20%
Fourth/Fifth	50%	50%

Approximate class size: 30

Ratio of language minority to majority: 60:40

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: In the primary grades (K-3), one teacher provides Spanish instruction and uses only Spanish. For the English instruction, each project class is assigned to a monolingual-English-speaking teacher from the school's regular program. During this period, the class moves to the English-speaking teachers' regular classroom, and the English-speaking teachers' regular students move to the bilingual teacher's classroom for instruction. Instructional content in both classrooms is coordinated by the two teachers. By fourth grade and continuing into fifth grade, the day is divided into two equal periods of Spanish instruction and English instruction. The same teacher provides both Spanish and English instruction in the same classroom.

Language arts instruction in Non-English language: Yes, emphasis begins with oral language skills, then moves to reading and writing skills.

Content courses taught in each language:

	Spanish	English
Kindergarten-First	Spanish Language Arts Spanish Reading (First) Math Science/Health	English Language Arts

	Spanish	English
	Social Studies	
	Fine Arts	
	Physical Education	
Second-Third	Spanish Language Arts	English Language Arts
	Spanish Reading	English Reading
	Math	
	Science/Health	
	Social Studies	
	Fine Arts	
	Physical Education	
Fourth-Fifth	Spanish Language Arts	English Language Arts
	Spanish Reading	English Reading
	Math	Math
	Science/Health	Fine Arts
	Social Studies	Physical Education

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades in regular district programs, as outlined in the district's Course of Study for Elementary Schools. However, the schedules are carefully structured for teaching all required academic subjects using methods appropriate not only for project students' grade levels, but appropriate also for enabling both native Spanish-speaking and native English-speaking students to acquire language skills in both English and Spanish.

EVALUATION

Evaluator: Dr. Kathryn J. Lindholm, CLEAR/UCLA

Variables under Assessment	Instruments
Spanish oral language proficiency	BSM, SOLOM
English oral language proficiency	BSM, SOLOM
Academic Achievement Spanish	La Prueba Riverside
Academic Achievement English	CTBS-U
Self esteem/competence	Perceived Competence Scale
Attitudes	

Comparison group: Students in other bilingual immersion programs

Evaluation outcomes: Not yet available.

SAN JOSE UNIFIED SCHOOL DISTRICT

San Jose, California

BACKGROUND INFORMATION

Name of Program: Bilingual Immersion - Dual Language Enrichment Program

Non-English language(s): Spanish

Number of years in existence: 2 (Began in 1986)

Grade level(s) of program: K-2

Number of schools involved: 1

Approximate ethnic breakdown of school(s): 91% Hispanic, 6% White-non Hispanic, 2% Asian, 1% Other

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Moderate

Socio-economic status of area around school: Low

Articulation at middle school: Not currently, but plans are being made for articulation at the middle school.

Funding: Federal - ESEA Title VII Grant and Desegregation Grant.

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Linda Luporini-Hakmi

Position: Bilingual Immersion Resource Teacher

Address: Washington Elementary School
100 Oak Street
San Jose, CA 95110

Phone: (408) 998-6261

PROGRAM RATIONALE AND OBJECTIVES

Rationale for Program Implementation: To prepare language minority students to function successfully in an all-English school environment while maintaining their native Spanish language. To provide for language majority students an immersion environment that promotes the acquisition of Spanish. To desegregate the school.

Program Objectives:

1. Students will develop high levels of proficiency in Spanish and English.

2. Students will perform academically at or above grade level in tests in both Spanish and English.
3. Students will develop positive attitudes toward the two languages and the communities they represent.
4. Students will develop positive perceptions of themselves academically and socially.

RECRUITMENT

Recruitment strategies: Use of brochures, flyers, party invitations to open house where invitations actually look like party invitations, presentations at PTA meetings and preschools, language immersion classroom visitations, parent meetings, media reports (TV news, local newspaper articles).

STAFF AND STAFF TRAINING

Teachers: All certified bilingual teachers; two of three are native Spanish speakers.

Aides: Full-time program assistants; bilingual; native Spanish speakers.

Resource Teachers: Full-time Bilingual Immersion Resource Teacher funded by Desegregation grant.

Staff training specific to program: One preservice was given to the Spanish immersion program teachers and to present the program's philosophy and to discuss instructional and classroom management techniques, cooperative learning, sheltered language, and evaluation. Teachers have also participated in cooperative learning, second language development, Teacher Expectations Student Achievement (TESA) inservice training, and Spanish Language Arts. In addition, teachers attended a Seminar on Teaching in Bilingual Immersion Programs that focussed on instructional strategies, materials, curriculum, and recruitment strategies.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English:

	Spanish	English
Kindergarten/First	90%	10%
Second/Third	80%	20%

Approximate class size: 30

Ratio of language minority to majority: 67:33

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: One teacher provides Spanish instruction and uses only Spanish; English instruction is provided by a non-bilingual immersion classroom teacher. For the English instruction, the bilingual immersion class moves to the English teacher's classroom and the English teacher's class moves to the bilingual immersion classroom. Instructional content in all classrooms is coordinated by the teacher teams at regular monthly meetings.

Language arts instruction in non-English language: Yes, emphasis begins with oral language skills, then moves to reading and writing skills.

Content courses taught in each language:

	Spanish	English
Kindergarten-First	Spanish Language Arts Spanish Reading (First) Math Science/Health Social Studies Fine Arts Physical Education	English Language Arts
Second-Third	Spanish Language Arts Spanish Reading Math Science/Health Social Studies Fine Arts Physical Education	English Language Arts English Reading

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades in regular district programs, as outlined in the district's Course of Study for Elementary Schools. However, the schedules are carefully structured for teaching all required academic subjects using methods appropriate not only for project students' grade levels, but appropriate also for enabling both native Spanish-speaking and native English-speaking students to acquire language skills in both English and Spanish.

Teachers have worked on an integrated content curriculum that utilizes themes and coordinates content in the different areas. For example, a theme of "animals" "weather," or "colors" would run through Language Arts, Mathematics, Social Studies, and Science/Health. The themes and specific content are based on the district core curriculum.

Materials: Children's literature, poetry, rhymes, etc. have been integrated into teacher-developed thematic units to promote vocabulary acquisition. Also, grade-level use of manipulatives, visuals, etc., have been developed. Magnetic Way for language development objectives has been used.

EVALUATION

Evaluator: Dr. Kathryn J. Lindholm, CLEAR/UCLA

Variables under Assessment:	**Instruments**
Spanish oral language proficiency	LAS, SOLOM
English oral language proficiency	LAS, SOLOM
Academic Achievement Spanish	La Prueba Riverside
Academic Achievement English	CTBS-U
Self esteem/competence	Perceived Competence Scale
Attitudes	
Concept development	

Comparison group: Students in other bilingual immersion programs.

Evaluation Outcomes: Results are available for the first year of program implementation. Analyses of the language proficiency data show that both native Spanish- and native English-speaking students made significant gains in their first and second languages over the academic year. The kindergarten students made larger first-language gains than did the first-grade students. In terms of the students' academic achievement in English, results indicated that the Spanish-speaking students scored low in reading but average in mathematics. The English-speaking students scored slightly below average in reading but slightly above average in mathematics. Students performed above average in both reading and mathematics on the Spanish achievement test.

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
Santa Monica, California

BACKGROUND INFORMATION

Name of Program: Spanish Language Immersion Program
Non-English language(s): Spanish
Number of years in existence: 2 (Began in 1986)
Grade level(s) of program: K-2
Number of schools involved: 1
Approximate ethnic breakdown of school(s): 77% Hispanic, 11% White-non-Hispanic, 8% Black, 4% Asian
Language backgrounds of largest groups of LEPs: Spanish
Student transiency: Low
Socio-economic status of area around school: Low
Articulation at middle school: Currently, no

CONTACT PERSON FOR PROGRAM

Contact Person: Miss Ruth Odell
Position: Principal
Address: Edison Elementary School
2425 Kansas
Santa Monica, CA 90401
Phone: (213) 828-0335

PROGRAM RATIONALE AND OBJECTIVES

Rationale for Program Implementation: To prepare language minority students to function successfully in an all-English school environment while maintaining native Spanish language. To provide for language majority students an immersion environment that promotes the acquisition of Spanish. To desegregate the school.

Program Objectives:

1. Students will develop high levels of proficiency in Spanish and English.
2. Students will perform academically at or above grade level in tests in both Spanish and English.

3. Students will develop positive attitudes toward the two languages and the communities they represent.
4. Students will develop positive perceptions of themselves academically and socially.

RECRUITMENT

Recruitment strategies: Use of brochures, flyers, T-shirts advertising the program, presentations at PTA meetings and preschools, Spanish immersion classroom visitations.

STAFF AND STAFF TRAINING

Teachers: All certified bilingual teachers; some are native Spanish speakers.

Aides: Part-time aides; bilingual; some native Spanish speakers.

Staff training specific to program:

One preservice was given to the Spanish immersion program teachers and some monolingual teachers to present the program's philosophy and to discuss instructional and classroom management techniques, cooperative learning, sheltered language, and evaluation. Teachers also attended a Seminar on Teaching in Bilingual Immersion Programs that focussed on instructional strategies, materials, curriculum, and recruitment strategies. Some teachers have had training in cooperative learning, second language development, and TESA (Teacher Expectations, Student Achievement).

INSTRUCTIONAL DESIGN

Ratio of target language to English:

	Spanish	English
Kindergarten/First	90%	10%
Second/Third	80%	20%

Approximate class size: 30

Ratio of language minority to majority: 75:25; working toward 67:33

Include language minority non-target language speakers: Yes

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: One teacher provides Spanish instruction and uses only Spanish. For the English instruction, the two Spanish immersion classes exchange classrooms and teachers. Instructional content in both classrooms is coordinated by the two teachers.

Language arts instruction in non-English language: Yes, emphasis begins with oral language skills, then moves to reading and writing skills.

Content courses taught in each language:

	Spanish	English
Kindergarten-First	Spanish Language Arts Spanish Reading (First) Math Science/Health Social Studies Fine Arts Physical Education	English Language Arts
Second-Third	Spanish Language Arts Spanish Reading Math Science/Health Social Studies Fine Arts Physical Education	English Language Arts English Reading

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades in regular district programs, as outlined in the district's Course of Study for Elementary Schools. However, the schedules are carefully structured for teaching all required academic subjects using methods appropriate not only for project students' grade levels, but appropriate also for enabling both native-Spanish-speaking and native-English-speaking students to acquire language skills in both English and Spanish.

Materials: The teachers have prepared a lot of books that they can read to the children and that the children can use for storytelling and copying words. Materials have also been developed for teaching: the weather and seasons; dress customs, eating habits, family customs; sound games and rhythm exercises; songs and counting activities; science experiments; language arts and reading through the use of charts.

EVALUATION

Evaluator: Dr. Kathryn J. Lindholm, CLEAR/UCLA

Variables under Assessment:	**Instruments**
Spanish language proficiency	BSM, IPT, SOLOM
English language proficiency	BSM, IPT, SOLOM
Academic Achievement Spanish	La Prueba Riverside
Academic Achievement English	CTBS-U
Self esteem/competence	Perceived Competence Scale
Attitudes	
Concept development	Woodcock-Johnson Psycho-Educational Battery
Parent/Home Background Information	Parent Questionnaire
Question development	Spanish/English Question Elicitation Task
Instructional treatment	Classroom observation

Comparison group: Students in non-Spanish immersion program classes, and students in other bilingual immersion programs.

Evaluation Outcomes: Results are available from the data collected during the first year of implementation of the bilingual immersion program. A total of 112 students were tested, of which 73 (65%) were native Spanish speakers, 25 (22%) were native English speakers, and 14 (13%) were Spanish/English bilinguals. Also, 20 kindergartners and 19 first graders not enrolled in the bilingual immersion program were tested on the English achievement tests to compare how the bilingual immersion students were doing in relation to the students in the regular kindergarten and first grade classrooms.

Analyses of the Language Proficiency Test in Spanish and English show that overall, all of the students made gains in both languages. In terms of native language proficiency, about 2/3 of the students scored as Fluent Proficient, and 1/3 of the students scored as Limited Proficient. Second language proficiency varied considerably, with 45% of the students rated at the Non-Proficient level, 39% at the Limited Proficient level, and 16% at the Fluent Proficient level.

Analyses of the Spanish achievement tests show that:

1. On the La Prueba achievement test, the English- and Spanish-speaking students scored average or above average on each of the subtests. Also, there were no significant differences between English and Spanish speakers at either the kindergarten or first grade level.
2. Similarly, on the CTBS-Español test, both Spanish- and English-speaking first graders performed well on the posttest and made highly significant strides from the pretest to the posttest, with many students doubling or tripling their scores. The English speakers scored significantly higher than the Spanish speakers on one reading subtest and one math subtest at the posttest.

Analyses of the English achievement tests showed that the English speakers performed slightly below average to average and the Spanish speakers scored in the below average range. When the bilingual immersion students were compared to the students not enrolled in the bilingual immersion program, the following findings emerged: 1) At the kindergarten level, the non-bilingual immersion students scored significantly higher than the Spanish-speaking bilingual immersion students on two of the subtests. However, the non-bilingual immersion students did not score higher than (statistically speaking) the English-speaking bilingual immersion students. 2) At the first grade level, there were either no statistically significant differences between the bilingual immersion and non-bilingual immersion students, or the English-speaking bilingual immersion students outperformed the non-bilingual immersion students.

Attitudes toward the bilingual immersion program were quite positive from the teachers, parents, and students.

BIBLIOGRAPHY

Campbell, R.N., & Lindholm, K.J. (1987). Conserving language resources. Paper presented at the Second Language Acquisition/Foreign Language Learning conference, University of Illinois at Urbana/Champaign.

Lindholm, K. J. (1987). Edison Elementary School Bilingual Immersion Program: Student Progress After One Year of Implementation. Unpublished manuscript, University of California, Los Angeles, Center for Language Education and Research.

WASHINGTON D.C. PUBLIC SCHOOLS

Washington, D.C.

BACKGROUND INFORMATION

Name of Program: Two-Way Bilingual Immersion

Non-English language(s): Spanish

Number of years in existence: 16 (Began in 1972)

Grade level(s) of program: K-6

Number of schools involved: 1

Approximate ethnic breakdown of school(s): 60% Hispanic, 25% White-non Hispanic, 15% Black, 1% Other

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Low

Socio-economic status of area around school: Wide range

Articulation at middle school: No

Funding: Local funding

CONTACT PERSON FOR PROGRAM

Contact Person: Mrs. Paquita B. Holland

Position: Principal

Address: Oyster Bilingual Elementary School
29th & Calvert St, N.W.
Washington, D.C. 20008

Phone: (202) 673-7277

PROGRAM RATIONALE AND OBJECTIVES

Program Objectives:

Native Spanish-speaking and native English-speaking children will become bilingual and will achieve academically in both languages.

STAFF AND STAFF TRAINING

Teachers: The Spanish-speaking teachers are certified in bilingual education and the English-speaking teachers are certified in elementary education. Some of the teachers are native Spanish speakers. Teachers are carefully selected for the program.

Aides: Part-time aides; but aides not really necessary since there are two teachers per class.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% Spanish, 50% English,

Approximate class size: grades K-1 is 22-24, grades 2-6 is 24-30

Ratio of language minority to majority: Students are not categorized in this fashion

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: The children receive English instruction from one teacher and Spanish instruction from another teacher. Teachers team teach and teach in groups.

Content courses taught in each language: All content is taught in both languages.

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades in regular district programs. It is the competency-based curriculum of the Washington, D.C. Schools.

EVALUATION

No formal evaluation has been conducted, but the students perform two to three standard deviations above the district norms on the achievement tests.

WINDSOR UNION SCHOOL DISTRICT

Windsor, California

BACKGROUND INFORMATION

Name of Program: Bilingual Immersion Program

Non-English language(s): Spanish

Number of years in existence: 2 (Began in 1986)

Grade level(s) of program: K-1

Number of schools involved: 1

Approximate ethnic breakdown of school(s): 37% Hispanic, 63% White-non Hispanic

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Low

Socio-economic status of area around school: Moderate

Articulation at middle school: Are working on a middle school program

Funding: Local

CONTACT PERSON FOR PROGRAM

Contact Person: Mr. Norm Ginsburg

Position: Superintendent

Address: Windsor Union School District
7650 Bell Road
Windsor, CA 95492

Phone: (707) 838-9444

PROGRAM RATIONALE AND OBJECTIVES

Rationale for Program Implementation: To prepare language minority students to function successfully in an all-English school environment while maintaining native Spanish language. To provide for language majority students an immersion environment that promotes the acquisition of Spanish.

Program Objectives:

1. Students will develop high levels of proficiency in Spanish and English.

2. Students will perform academically at or above grade level in tests in both Spanish and English.
3. Students will develop positive attitudes toward the two languages and the communities they represent.
4. Students will develop positive perceptions of themselves academically and socially.

RECRUITMENT

Recruitment strategies: Use of brochures, flyers, presentations at PTA meetings and preschools.

STAFF AND STAFF TRAINING

Teachers: All certified bilingual teachers; no native Spanish speakers.
Aides: Part-time aides; bilingual; some native Spanish speakers.
Resource Teachers: None.

Staff training specific to program:

Teachers attended a Seminar on Teaching in Bilingual Immersion Programs that focussed on instructional strategies, materials, curriculum, and recruitment strategies.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English:

	Spanish	English
Kindergarten/First	90%	10%

Approximate class size: 30
Ratio of language minority to majority: 67:33

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: One teacher provides Spanish instruction and uses only Spanish; English instruction is provided by a bilingual teacher who uses only English. For the English instruction, the two classes exchange classrooms and teachers. Instructional content in both classrooms is coordinated by the two teachers.

Language arts instruction in Non-English language: Yes, emphasis begins with oral language skills, then moves to reading and writing skills.

Content courses taught in each language:

	Spanish	English
Kindergarten-First	Spanish Language Arts Spanish Reading (First) Math Science/Health Social Studies Fine Arts Physical Education	English Language Arts

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades in regular district programs, as outlined in the district's Course of Study for Elementary Schools.

Teachers have worked on an integrated content curriculum that utilizes themes and coordinates content in the different areas. For example, a theme of "animals," or "countries" would be developed through Language Arts, Mathematics, Social Studies, and Science/Health. The themes and specific content are based on the district core curriculum.

EVALUATION

Evaluator: Dr. Kathryn J. Lindholm, CLEAR/UCLA

Variables under Assessment:	Instruments
Spanish language proficiency	IDEA Proficiency Test (IPT)
Spanish oral language proficiency	SOLOM
English language proficiency	IDEA Proficienty Test (IPT)
English oral language proficiency	SOLOM
Academic Achievement Spanish	La Prueba Riverside
Academic Achievement English	CTBS-U
Parent and Home Background Information	Parent Questionnaire
Perceived competence	Perceived Competence Scale

Comparison group: Students in other bilingual immersion programs.

Evaluation Outcomes: Not yet available.

MIDDLE SCHOOL/JUNIOR HIGH-LEVEL PROGRAMS

BOSTON PUBLIC SCHOOLS

Boston, Massachusetts

BACKGROUND INFORMATION

Name of Program: Two-Way Bilingual Education

Non-English language(s): Spanish

Number of years in existence: 2 (Began in 1986)

Grade level(s) of program: 6-7

Number of schools involved: 1

Approximate ethnic breakdown of school(s): 37% Hispanic, 16% White-non Hispanic, 45% Black, 2% Asian, 1% Other

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Moderate

Socio-economic status of area around school: Low

Articulation at secondary school: Currently, no

Funding: Local

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Pamela Houlares

Position: Principal

Address: Mackey Mosaic Middle School
90 Warren Avenue
Boston, MA 02116

Phone: (617) 266-2085

PROGRAM RATIONALE AND OBJECTIVES

Program Objectives:

Continue to facilitate language development and achievement in both languages.

STAFF AND STAFF TRAINING

Teachers: 50% certified bilingual teachers

Aides: None

Resource Teachers: 3

Staff training specific to program: 7th Grade Staff Training Workshop

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50% Spanish, 50% English

Approximate class size: 23

Ratio of language minority to majority: 50:50

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: Two teachers team for instruction.

Language arts instruction in Non-English language: Yes

Content courses taught in each language: All content taught in both languages.

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades in regular district programs. Complex scheduling had to be juggled with regular Boston public school daily curriculum requirements. An important emphasis in curriculum is a thematic approach.

CHICAGO PUBLIC SCHOOLS
Chicago, Illinois

BACKGROUND INFORMATION

Name of Program: Inter-American Magnet School, Escuela Interamericana
Non-English language(s): Spanish
Number of years in existence: 13 (Began in 1975)
Grade level(s) of program: Preschool through eighth grade
Number of schools involved: 1
Approximate ethnic breakdown of school(s): 60% Hispanic, 30% Non-Hispanic White, 10% Other
Language backgrounds of largest groups of LEPs: Spanish
Student transiency: Low
Socio-economic status of area around school: Mixed
Funding: Major funding from Chicago Public Schools; some State bilingual & Federal desegregation funds.

CONTACT PERSON FOR PROGRAM

Contact Person: Ms. Eva Helwing
Position: Principal
Address: Inter-American Magnet School
919 West Barry
Chicago, IL 60657
Phone: (312) 880-8190

PROGRAM RATIONALE AND OBJECTIVES

Rationale for Program Implementation: Children become bilingual when there is sufficient need, continuous exposure and there are suitable models in two languages. The children of Inter-American are daily immersed in the English language outside the school. If they are to become fluent and literate in Spanish, or to develop the skills in Spanish that they bring from home, specific policies must be developed and implemented at the Inter-American Magnet to promote the use of Spanish. The three major policies incorporate concepts of unity, constancy, and faith in the use of Spanish and the capability of each student.

Program Objectives:

1. To promote the concept of bilingual-bicultural education (for both the non-English and non-Spanish speakers to be able to speak, read and write in both English and Spanish).
2. To improve relationships among ethnic groups of the community, emphasizing recognition, respect, and appreciation of similarities and differences in cultural backgrounds.
3. To involve parents in the educational process of their children to ensure their continued support throughout the years of schooling.

RECRUITMENT

Recruitment strategies: Use of brochures, presentations at parent networks, open house, coverage of events in newspapers and on television and radio. After preschool, children continue through eighth grade. When there are openings, siblings of participating students have preference in enrollment.

STAFF AND STAFF TRAINING

Teachers: 29 out of 32 teachers are bilingual; 23 of 29 bilinguals are native speakers

Aides: 4 full-time bilingual; native speakers

Staff training specific to program: Presence to new teachers, weekly staff training programs, frequently aimed at second language learning or Inter-American cultural studies.

Recommendations for staff and staff training: For close coordination, teachers work in teams by cycle: Early childhood, Primary, Intermediate, and Upper.

INSTRUCTIONAL DESIGN

Ratio of Non-English language to English: 50:50

Approximate class size: 20 students

Ratio of language minority to majority: 50:50

INSTRUCTIONAL CHARACTERISTICS

How languages separated for instruction: For Spanish and English

language arts, children are devided into A, B & C groups (A is lowest group).

Language arts instruction in Non-English language: Yes, emphasis begins with oral, continues to reading, writing, and formal speech.

Content courses taught in each language: All classes except computer literacy and American History are taught in Spanish and English; Computers and American History are instructed in English only.

CURRICULUM AND MATERIALS

Curriculum: Integrated curriculum organized around themes of the study of the Americas.

Materials: Developed materials for the study of the Americas at the local level. Houghton Mifflin in Spanish and English for reading in grades 1-7.

EVALUATION

Variables under Assessment	Instruments
Reading in English	Iowa Test of Basic Skills
Reading in Spanish	Comprehensive Test of Basic Skills/Español

Comparison group: National norms for Iowa

Evaluation outcomes: For 1986, the 8th grade graduates scored above the national average in English reading

SECONDARY/HIGH SCHOOL-LEVEL PROGRAMS

GROSSMONT UNION HIGH SCHOOL DISTRICT

Spring Valley, California

BACKGROUND INFORMATION

Name of Program: Spanish Partial Immersion Program

Non-English language(s): Spanish

Number of years in existence: 6 (Began in 1982)

Grade level(s) of program: 9-12

Number of schools involved: 1

Approximate ethnic breakdown of school(s): 59.6% White-non Hispanic; 22.3% Hispanic; 7.6% Black; 6.4% Filipino; 3.5% Asian/Pacific Islanders; 0.6% American Indian

Language backgrounds of largest groups of LEPs: Spanish

Student transiency: Low

Socio-economic status of area around school: Mixed; attendance area includes both low- and middle-income neighborhoods. AFDC cases (welfare) account for approximately 12.2% of students.

CONTACT PERSON FOR PROGRAM

Contact Person: Mr. James Koch

Position: Teacher

Address: Mount Miguel High School
1800 Sweetwater Road
Spring Valley, CA 92077

Phone: (619) 463-5551

PROGRAM RATIONALE AND OBJECTIVES

Rationale for Program Implementation: Develop high levels of interpersonal communication and cognitive/academic language proficiency in Spanish and English; promote integration of Hispanic and non-Hispanic students in an academic environment structured to equalize status through the use of Spanish as the language of instruction.

Program Objectives:

1. Students will develop high levels of Spanish proficiency.

2. Students will develop positive attitudes toward the two languages and the communities they represent.

RECRUITMENT

Recruitment strategies:

1. Presentations to groups of incoming ninth-grade students as part of normal orientation, registration and enrollment process.
2. Personal contact by a bilingual counselor.

STAFF AND STAFF TRAINING

Teachers: All certified teachers; some native Spanish speakers.

Staff training specific to program: Teachers have opportunity to attend and participate in foreign language and bilingual education conferences; two of the teachers have received training in cooperative learning methods, and have received supplemental pay to develop lessons using this model.

INSTRUCTIONAL DESIGN

Include language minority non-target language speakers: Yes

Design: Program participants are divided into two tracks: Intensive Spanish as a Second Language (ISSL) and Spanish for Native Speakers (SNS). The ISSL track involves more exposure to Spanish language instruction and more opportunities to use Spanish than in traditional Spanish courses (1 hour per day, 5 days per week). Spanish is used as the medium of instruction, enabling students to obtain more exposure to Spanish, particularly communicative input. For students in the SNS track, Spanish is also the medium of instruction. Since SNS students enter the program with varying degrees of oral-aural fluency but few have had any formal education in Spanish, SNS classes are intended to provide an opportunity for the development of Spanish academic language and literacy skills. ISSL and SNS students participate together in one content course taught in Spanish each semester. All of the content courses satisfy graduation requirements. The curriculum design can be illustrated as follows:

Year 1	Year 2	Year 3	Year 4
ISSL 1	ISSL 2	ISSL 3	ISSL 4
SNS 1	SNS 2	SNS 3	SNS 4
	P.E.	History	Government/ Anthropology

The third year history course and the fourth year government and anthropology courses are taught in alternating units of Spanish and English. P.E. is taught entirely in Spanish.

There are also traditional Spanish foreign language courses taught at Mount Miguel, which focus on Spanish grammar and literacy largely using English as the medium of instruction.

INSTRUCTIONAL CHARACTERISTICS

Language arts instruction in Non-English language: Yes.

CURRICULUM AND MATERIALS

Curriculum: Instructional content for project students is equivalent to that for students at the same grades in regular district programs, as outlined in the district's Master Course Description Index and Curriculum Masterplan. However, the schedules are carefully structured for teaching all required academic subjects using methods appropriate not only for project students' grade levels, but appropriate also for enabling both native-Spanish-speaking and native-English-speaking students to acquire language skills in both English and Spanish in the proper linguistic sequence (listening comprehension before speaking, speaking before reading, and reading before writing).

Materials: Separate content area texts in Spanish and English are used for the subject matter instruction; neither bilingual texts nor Spanish and English translations of the same text are used.

EVALUATION

Evaluator: Dr. Kathryn J. Lindholm, CLEAR/UCLA

Variables under Assessment:	Instruments
Spanish Listening Comprehension	MLA
Spanish Reading Comprehension	MLA
Spanish Writing	MLA
Spanish Speaking	ACTFL Proficiency Guidelines

Academic Achievement	Grades
Student Background Information	Student Questionnaire
Attitudes and Motivation	Attitudes Instrument
Language Aptitude	MLA Aptitude Test
Learning Strategies	Learning and Study Skills Inventory
Parent Background Information	Parent Questionnaire
Instructional Strategies	Classroom Observation

Evaluation Outcomes: The results show that at every level and with almost every subtest, the Mount Miguel students performed at or above what would be expected of them in listening, reading and writing in comparison with the appropriate MLA norming sample. In many cases, the ISSL and particularly the SNS groups scored much higher than the norming sample. In comparing the SNS, ISSL, and SPANISH groups, where such comparisons were possible, the SNS group consistently scored higher than the ISSL group which scored higher than the SPANISH group. However, in most cases, the difference between the ISSL and SPANISH groups was not statistically significant.

In constructing a profile of the high proficient Spanish speaker in the Mount Miguel bilingual partial immersion program, several factors were evident. A proficient speaker was proficient in all three skills -- listening, reading and writing -- and s/he could accurately assess his/her proficiency. In addition, the high proficient speakers were exposed to and used more Spanish through interactions with others, watching Spanish TV programs, and reading a variety of Spanish literature (e.g., newspapers, magazines, books).

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SECTION III

PROGRAM HIGHLIGHTS

PROGRAM HIGHLIGHTS

In this section, salient issues which have emerged from the survey that concern most programs, especially new programs, are discussed. These issues are: recruitment, curriculum and materials, instructional practices, professional development, and evaluation outcomes. All of these issues are critical to the implementation and success of bilingual immersion programs at every level from preschool through secondary school.

Recruitment

It is often difficult to recruit students into a new program because the program is innovative and parents are concerned about enrolling their child in a new program. There are several approaches that have been used successfully for recruiting purposes. Each approach will be discussed separately.

Program Flyers and Brochures. Many schools have designed flyers in both English and the second language to provide the community and parents with information about the program. The most useful flyers seem to have the following information: concrete definition of bilingual immersion (or whatever the program is called), the percentage of use of the two languages, the instructional design, and the goals of the program. Comments by children or parents already in the program seem to spice up the descriptive facts.

One school (San Jose Unified School District-Elementary level) even designed an advertisement that looks like an invitation; a brightly colored front with an inviting message (e.g., FIESTA!) to attend a party to learn about the educational program at the school. Many parents are more likely to pay attention to this type of format than the usual ("drab" as one parent called them) school brochures on white or colored paper.

Parent meetings and parties. Many schools invite parents to come and visit their school to discuss the bilingual immersion program. Some schools even have a party at a park or some other highly public place in the community where many parents are likely to go. It is critical that there be individuals who can explain the program in detail and at a layperson's level in both English and the other language.

Media blitzes. Some schools use the media to advertise their programs and inform the community about the bilingual immersion program. Newspaper columns, television coverage and announcements in high traffic areas in the

community are helpful. Also, some programs have developed or are developing videos that show the program in action and interview program participants, including children, teachers and parents.

Classroom visitation. One of the best selling features is to see the program in action. Many parents, teachers, education board members, and administrators have been convinced about the program on the basis of having seen its implementation. Some schools have set up times during the week where interested individuals can sit in on the classes to observe the teachers and students in a bilingual immersion program or where the principal or other knowledgeable resource specialist provides a tour of the program.

A word of warning. New programs which are trying to draw parents into the program should not build up expectations that can not be substantiated by evaluation data. Since it often takes at least four to six years to show the positive outcomes of a program, parents and administrators should not be led to believe that children will be performing above average at the end of a year or two. (Indeed, research indicates there might be a temporary dip during the first year or two, while language learning is growing followed by a rise in third year and thereafter.) Newspaper coverage can be a help or a hindrance depending on your expectations. If you set up unrealistic expectations for the end of a year or two, a newspaper article on the slow progress of the students can severely damage the credibility of the program.

Instructional Practices

Successful bilingual immersion programs depend on many factors, one of which is teaching practices as discussed in Section I (positive and reciprocal teaching practices). There are instructional practices that have been demonstrated to be effective in the research and evaluation literatures pertaining to teacher effectiveness, literacy development, math/science achievement, second language acquisition, bilingual education and immersion education. It is imperative that instructional practices be selected that are consistent with what the literature shows are effective practices, even if that means changing the practices that are currently used. The importance of requiring high quality instructional practices is demonstrated in the success of high quality bilingual immersion, bilingual education and immersion education programs. The success is measured not only in high levels of

student achievement and language development, but also in high levels of teacher efficacy and perceived competence.

Curriculum and Materials

One of the most common complaints in a new program is that few materials are readily available. In addition, while most programs indicate that the curriculum is based on the curriculum for the district or other non-bilingual immersion classes, teachers often feel that there is still extra work to do in filling in gaps in the curriculum formed by the necessity of teaching in the non-English language.

Curriculum needs vary considerably depending on the state/local requirements and on the experience of teachers in writing their own curriculum. However, several points are important here. First, academic curriculum should be integrated with language arts. There should be considerable articulation between the content that is taught and the language skills necessary to best succeed in the content area(s). This is true at all levels, but neglected most in the middle and secondary levels where there is still too much reliance on grammar-based teaching in language study courses that is divorced from any content. Second, integration across content areas is also particularly appealing for bilingual immersion programs. An integrated curriculum is one in which the curriculum needs are determined and a program of articulation across content areas is developed based on thematic concepts. For example, thematic concepts such as seasons, animals, and countries can be discussed in all subject areas; math, science, social studies, reading, music, etc.

Most teachers in bilingual immersion programs have developed materials in the non-English language. If you are beginning a program, contact a program with a similar non-English language and ask whether any materials are available. It might be most helpful to speak to the teacher(s) at the appropriate grade level and find out what was developed and how it was developed. Other resources for non-English materials include the National Clearinghouse for Bilingual Education, ERIC Clearinghouse, CLEAR/Center for Applied Linguistics, and the EDACs. A vast amount of materials developed by bilingual teachers is available through these resources.

Heavy reliance on a particular textbook as the only source for reading or grammar instruction is not recommended. A variety of reading materials

promotes greater language proficiency in students. Thus, the lack of appropriate texts should be an incentive to use a variety of reading materials in teaching students.

At all levels from preschool through secondary, students can develop materials. Several teachers have their students make books, either a number of short ones or one big book. This student-initiated materials development lowers the cost of purchasing workbooks (which these books can replace), can and often does involve parents, is much more interesting to the students, and most importantly, forces the students to use their content knowledge and develop their written skills. For elementary through secondary students, written skills can also be developed through the use of dialogue journals.

Professional Development

Teacher training is critical to the success of any program. Lack of training can severely impair the implementation of any program, regardless of the quality of its design.

In addition to the district in-services that are provided to teachers, there are several areas of professional development that are most helpful to bilingual immersion teachers. First and foremost, teachers must understand and be supportive of the objectives and criteria in bilingual immersion education. Second, teachers must receive training or have experience in each of the instructional practices involved in bilingual immersion education. Training in second language development is important because it can provide an understanding of how children develop a second language and can provide clues to stimulating second language development. Sheltered language instruction training can facilitate an understanding of how to provide comprehensible language input to second language learners. Cooperative learning is becoming very popular as teachers and administrators recognize the benefits of how to use grouping in ways to stimulate student interaction and achievement as well as for effective classroom management. Workshops such as TESA (Teacher Expectations for Student Achievement) are beneficial in working with language minority and majority students because these workshops emphasize how to provide equal reinforcements to all students and how to effectively reward students for good work. Curriculum development workshops are helpful if teachers need to write curricula for their classes.

Evaluation Outcomes

The majority of the programs identified in this Directory are still in their infancy. Thus, they have not had sufficient time to demonstrate positive, neutral or negative outcomes. However, the districts which have had bilingual immersion programs for several years and have evaluated their programs show very positive results. The data consistently demonstrate that the objectives of high levels of language proficiency in both languages and normal to superior academic achievement are being met. There is marked progress from preschool through high school.

In addition, data from a high school bilingual immersion program (Mt. Miguel) shows that several factors distinguish between low and high second language proficiency (Lindholm, 1987b). These factors—use of the non-English language in the community, variety of reading materials, whether they watch TV in the non-English language and use the non-English language at home—are consistent with the second language literature showing that promoting greater exposure to and use of the second language among students results in higher levels of second language proficiency (Campbell & Lindholm, 1987). Similarly, Cummins and Swain (1986), among others, have shown that greater exposure to and use of the first language is also associated with high levels of second language proficiency. Thus, bilingual immersion programs which are designed to utilize both languages to teach subject matter do indeed yield students who are bilingual and biliterate, perform at or above grade level on tests of achievement in both languages, and often outscore their non-bilingual immersion program peers on tests of academic achievement in English.

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